

**AN ANALYSIS OF STUDENTS' ENGLISH
MORPHOLOGICAL KNOWLEDGE AND WORD
PRONUNCIATION ACCURACY**

THESIS

Submitted in partial fulfillment of the requirements for the Degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By
Retvia Bunga Alventy
06020520067

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL
SURABAYA
2024**

LETTER OF AUTHENTICITY

LETTER OF AUTHENTICITY SURAT KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Retvia Bunga Alventy
NIM : 06020520067
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat dengan judul "*An Analysis of Students' English Morphological Knowledge and Word Pronunciation Accuracy*" benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya akui sebagai tulisan saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 27 Juni 2024

Yang membuat pernyataan



Retvia Bunga Alventy

ADVISOR APPROVAL SHEET

ADVISOR APPROVAL SHEET

The thesis by Retvia Bunga Alventy entitled "*An Analysis of Students' English Morphological Knowledge and Word Pronunciation Accuracy*" has been approved by thesis advisors for further approval by the board examiners.

Surabaya, 27th June 2024

Advisor I



Hilda Izzati Madjid, M.A
NIP. 198602102011012012

Advisor II



Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

APPROVAL SHEET

APPROVAL SHEET

The thesis by Retvia Bunga Alventy entitled "*An Analysis of Students' English Morphological Knowledge and Word Pronunciation Accuracy*" has been examined on 27th June 2024 and approved by the board examiners.



Dean

Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd
NIP. 196405031991032002

Examiner I



Hilda Izzati Madjid, M.A
NIP. 198602102011012012

Examiner II



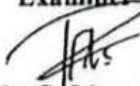
Dr. Siti Asmiyati, M.TESOL
NIP. 197704142006042003

Examiner III



Dr. Irma Soraya, M.Pd
NIP. 196709301993032004

Examiner IV



Rizka Safrivani, M.Pd
NIP. 198409142009122005

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Retvia Bunga Alventy
NIM : 06020520067
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : retviabungaalventy@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)
yang berjudul :

***“An Analysis of Students’ English Morphological Knowledge and Word
Pronunciation Accuracy”***

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 10 November 2025

Penulis



(Retvia Bunga Alventy)

ABSTRACT

Alventy, Retvia Bunga. (2024). An Analysis of Students' English Morphological Knowledge and Word Pronunciation Accuracy. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Hilda Izzati Madjid, MA, Advisor II: Dr. Siti Asmiyah, M.TESOL.

Keywords: Morphological Knowledge, Pronunciation Accuracy, Words, Suffixes

Morphology is related to the pronunciation as word formations change those phonological forms and how those words are pronounced. This qualitative research aims to describe the students' morphological knowledge and word pronunciation accuracy using two kinds of tests, written and spoken test focusing on suffixes in word formation, as well as their experiences and opinions towards these areas through focus group interviews. The subject of the study was 68 active students of the 4th semester English Language Education Department UIN Sunan Ampel Surabaya who have taken the Linguistics course. The analysis reveals that students were familiar with basic morphological rules, especially in noun form derivation. However they struggled with complex forms like adverbial suffixes and verb roots, needing targeted instruction. Additionally, the data suggests that the students were familiar with suffixes but had difficulties to put the proper suffixes in particular word classes as well as difficulties to pronounce the homophonic words. However, the experience of changing the word formation improves their pronunciation skill as they anticipate stress and intonation changes caused by suffixes. Familiarity with suffixes also enables students to predict pronunciation rules, ensuring consistent and confident pronunciation. They were suggesting that the areas of morphology learning should be improved as it could improve the students' English proficiency. Hence focusing on enhancing morphological knowledge, particularly on challenging areas such as adverbial and verb-form suffixes, can significantly contribute to students' word pronunciation accuracy.

ABSTRAK

Alventy, Retvia Bunga. (2024). Analisis Pengetahuan Morfologi Bahasa Inggris Mahasiswa dan Akurasi Pengucapan Kata. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing I: Hilda Izzati Madjid, MA., Pembimbing II: Dr. Siti Asmiyah, M.TESOL.

Keywords: Pengetahuan Morfologi, Akurasi Pengucapan, Kata, Sufiks

Morfologi adalah cabang linguistik yang berkaitan dengan studi tentang struktur dan pembentukan kata. Morfologi berkaitan dengan pengucapan karena pembentukan kata mengubah bentuk fonologis dan bagaimana kata-kata tersebut diucapkan. Penelitian kualitatif ini bertujuan untuk mendeskripsikan pengetahuan morfologi dan ketepatan pengucapan kata siswa dengan menggunakan dua jenis tes, yaitu tes tertulis dan tes lisan yang berfokus pada sufiks dalam pembentukan kata, serta pengalaman dan pendapat mereka terhadap bidang ini melalui wawancara kelompok terarah. Subjek penelitian ini adalah 68 mahasiswa aktif semester 4 Jurusan Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya yang telah mengambil mata kuliah Linguistik. Hasil analisis menunjukkan bahwa para mahasiswa sudah cukup familiar dengan aturan-aturan morfologi dasar, terutama dalam derivasi bentuk kata benda, namun mereka masih kesulitan dalam memahami bentuk-bentuk yang kompleks seperti sufiks kata keterangan dan kata dasar, sehingga membutuhkan pengajaran yang terarah. Selain itu, terungkap bahwa para mahasiswa terbiasa dengan sufiks tetapi mengalami kesulitan untuk menempatkan sufiks yang tepat pada kelas kata tertentu serta kesulitan untuk mengucapkan kata-kata yang homofon. Namun, pengalaman mengubah formasi kata meningkatkan kemampuan pengucapan mereka karena mereka mengantisipasi perubahan tekanan dan intonasi yang disebabkan oleh sufiks. Kefamiliaran dengan sufiks juga memungkinkan mahasiswa untuk memprediksi aturan pengucapan, memastikan pengucapan yang konsisten dan percaya diri. Mereka menyarankan agar area pembelajaran morfologi ditingkatkan karena dapat meningkatkan kemampuan bahasa Inggris siswa. Oleh karena itu, fokus pada peningkatan pengetahuan morfologi, terutama pada area yang sulit seperti kata keterangan dan sufiks bentuk kata kerja, dapat secara signifikan berkontribusi pada keakuratan pengucapan kata siswa.

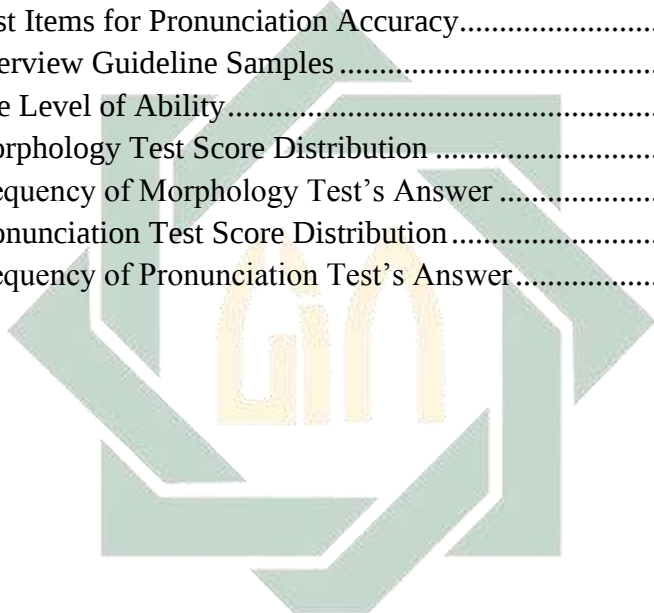
TABLE OF CONTENTS

TITLE SHEET	i
LETTER OF AUTHENTICITY	ii
ADVISOR APPROVAL SHEET	iii
APPROVAL SHEET	iv
MOTTO.....	v
ACKNOWLEDGEMENT	vi
DEDICATION SHEET	vii
ABSTRACT	viii
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. BACKGROUND OF THE STUDY	1
B. RESEARCH QUESTIONS.....	6
C. OBJECTIVES OF THE RESEARCH.....	6
D. SIGNIFICANCE OF THE RESEARCH	6
E. SCOPE AND LIMITS OF THE RESEARCH.....	7
F. DEFINITION OF KEY TERMS.....	8
CHAPTER II LITERATURE REVIEW	10
A. REVIEW OF RELATED LITERATURE	10
1. English Morphological Knowledge.....	10
2. English Pronunciation	19
3. Students' Opinion on Language Learning.....	28
B. REVIEW OF PREVIOUS STUDIES	30

CHAPTER III RESEARCH METHOD	37
A. RESEARCH DESIGN AND APPROACH	37
B. RESEARCH SUBJECT AND SETTING.....	38
C. DATA AND SOURCE OF DATA	39
D. TECHNIQUE OF DATA COLLECTION.....	40
E. RESEARCH INSTRUMENTS.....	41
F. TECHNIQUE OF DATA ANALYSIS	44
G. RESEARCH STAGES	47
H. DATA VALIDITY	48
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	49
A. RESEARCH FINDINGS	49
1. The Students' Morphological Knowledge.....	49
2. The Students' Word Pronunciation Accuracy	51
3. The Students' Opinions Regarding Morphological Knowledge and Word Pronunciation Accuracy	54
B. DISCUSSIONS	58
1. The Students' Morphological Knowledge.....	58
2. The Students' Word Pronunciation Accuracy.....	61
3. The Students' Opinions Regarding the Morphological Knowledge to Word Pronunciation Accuracy	66
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	71
A. CONCLUSIONS.....	71
B. SUGGESTIONS.....	72
REFERENCES	74
APPENDICES	79

LIST OF TABLES

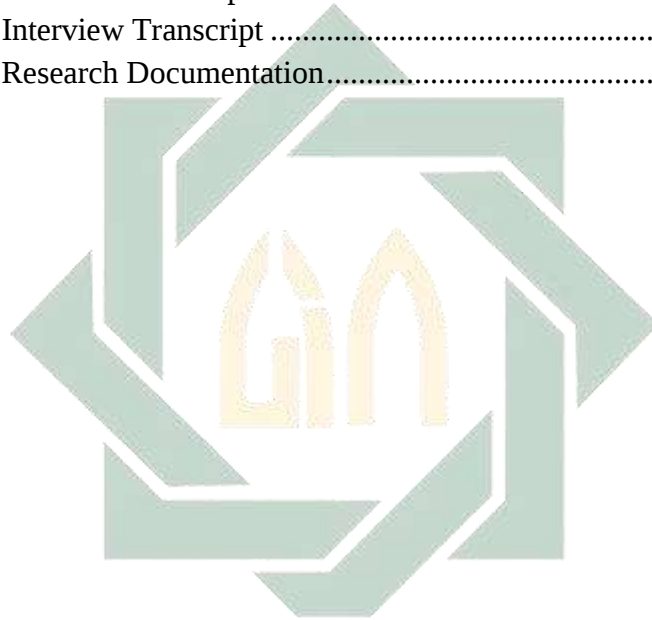
Table 2.1 Inflectional Suffixes	15
Table 2.2 Derivational Suffixes	16
Table 2.3 Comparison of Inflectional and Derivational Suffixes	16
Table 3.1 Test Items for Morphological Knowledge	42
Table 3.2 Test Items for Pronunciation Accuracy	43
Table 3.3 Interview Guideline Samples	44
Table 3.4 The Level of Ability	47
Table 4.1 Morphology Test Score Distribution	50
Table 4.2 Frequency of Morphology Test's Answer	50
Table 4.3 Pronunciation Test Score Distribution	52
Table 4.4 Frequency of Pronunciation Test's Answer	53



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

Appendix 1. Written and Spoken Test Instrument.....	79
Appendix 2. Focus Group Interview Guideline	80
Appendix 3. Instrument Validation.....	81
Appendix 4. Tests' Score Recapitulation	82
Appendix 5. Interview Transcript	88
Appendix 6. Research Documentation.....	92



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Al-Haydan, D. Y. A. (2020). The Effects of Morphological Awareness on EFL Secondary School Students' Reading Comprehension Skills. *International Journal of Education and Literacy Studies*, 8(3), 48. <https://doi.org/10.7575/aiac.ijels.v.8n.3p.48>
- Alsahafi, M. (2023). The Relationship Between Depth of Academic English Vocabulary Knowledge and Academic Success of Second Language University Students. *Sage Open*, 13(1). <https://doi.org/10.1177/21582440231153342>.
- Al-Zayed, N. N. (2017). Non-native Pronunciation of English: Problems and Solutions. *American International Journal of Contemporary Research*, 7(3), 86–90.
- Ambalegin, A., & Hulu, F. (2019). EFL Learners' Phonological Interference of English Articulation. *Jurnal Basis*, 6(2), 145. <https://doi.org/10.33884/basisupb.v6i2.1415>.
- Antaris, I., & Omolu, F. A. (2019). *Factors Affecting Pronunciation Difficulties of 8th Grade Students of MTsN Palu Barat*. 2(2).
- Arikunto, S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT. Rineka Cipta.
- Aronoff, M., & Fudeman, K. (2010). *What is Morphology?* (2nd ed.). Oxford: Wiley-Blackwell.
- Ary, et al. (2006). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Basbøll, H. (2015). Morphophonology. In *International Encyclopedia of the Social & Behavioral Sciences* (pp. 826–833). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.53036-0>
- Bauer, L. (1983). *English word-formation*. Cambridge University Press.
- Booij, G. (2006). Inflection and Derivation. In *Encyclopedia of Language & Linguistics* (pp. 654–661). Elsevier. <https://doi.org/10.1016/B0-08-044854-2/00115-2>.
- Brown, H. D. (2001). *Teaching by Principles*. San Francisco: San Francisco State University.
- Brown, H. D. (2004). *Language Assessment. Principles and Classroom Practices*. Longman: Pearson Education Limited.
- Burns, A., & Claire, S. (2003). Clearly Speaking: Pronunciation in Action for Teachers. *National Center for English Language Teaching and Research, Macquarie University, Sydney NSW 2109*.
- Cao, P. (2023). Identification and Distinction of Root, Stem and Base in English Linguistics Teaching. In A. Volodin & I. Roumbal (Eds.), *Proceedings of the 2nd International Conference on Education: Current Issues and*

- Digital Technologies (ICECIDT 2022)* (pp. 698–706). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-02-2_76.
- Carlisle, J. F. (1995). Morphological Awareness and Early Reading Achievement. In L. B. Feldman (Ed). *Morphological Aspects of Language Processing*. Hillsdale, NJ: Erlbaum.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course (2nd ed.)*. Heinle & Heinle Publishers.
- Cohen, L. (2007). *Research Methods in Education*. New York: Routledge.
- Cresswell, J.W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Fourth Edition*. New Jersey: Pearson Education International.
- Cruttendan, Alan. (2001). *Gimson's English Pronunciation*. Sydney: Edward Arnold.
- Dalton, C. & Seidlhofer, B. (1994). *Language Teaching: Pronunciation*. Oxford: Oxford University Press.
- Daulay, S. H., Dalimunte, M., & Ningrum, D. W. (2021). The Importance of Linguistics for Teachers in English Language Teaching. *English Fanca*, 5(2).
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation Fundamentals: Evidence-based Perspectives for L2 Teaching and Research*. John Benjamins Publishing Company.
- Dr. George Kolanchery. (2015). *Analytical Components of Morphology in Linguistics*. <https://doi.org/10.13140/RG.2.1.5082.7609>.
- Ebbers, S. M. (2017). Morphological Awareness Strategies for The General and Special Education Classroom: A Vehicle for Vocabulary Enhancement. *Perspectives on Language and Literacy*, 42(2), 29-34.
- Farhat Jahara, S., & Hussein Abdelrady, A. (2021). Pronunciation Problems Encountered by EFL Learners: An Empirical Study. *Arab World English Journal*, 12(4), 194–212. <https://doi.org/10.24093/awej/vol12no4.14>
- Frestisia, S. & Ratmanida. (2021). *Students' Linguistics Problem in Reading Comprehension: Ninth International Conference on Language and Arts (ICLA 2020)*, Padang, Indonesia. <https://doi.org/10.2991/assehr.k.210325.042>
- Gilakjani, A. P. (2012). A Study of Factors Affecting EFL learners' English Pronunciation Learning and The Strategies for Instruction. *International Journal of Humanities and Social Science*, 2(3), 119-128.
- Gravetter, F. J., & Wallnau, L. B. (2014). *Statistics for the Behavioral Sciences (9th ed.)*. Belmont, CA: Wadsworth Cengage Learning.
- Harlika, M. S. U., & Saifuddin, M. (2018). *Promoting Students' Accuracy in Pronouncing Consonant Sounds by Using English Pronunciation Software. 1*.

- Haspelmath, M., & Sims A.D. (2010). *Understanding Morphology, Second Edition*. London: Hodder Education, an Hachette UK Company, 338 Euston Road.
- Hendra. (2011). *Improving Students' Ability in Getting Main Idea Using Skimming Technique*. Thesis, English Education Department Faculty of Tarbiyah and Teachers Training State Islamic University Syarif Hidayatullah Jakarta.
- Hutapea, N. R. P. ., Lubis, N., Manik, S., & Manurung, L. W. (2023). Error Analysis of Students' Pronunciation in Pronouncing English Vowels And Consonants. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(4), 703–712. <https://doi.org/10.31004/jpdk.v5i4.18042>
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Islah, N., Febrian Syam, A. & Nurhikmah, A. (2022). Factors Hampering EFL Higher Education Students' Speaking Ability in the Time of Online Learning, *ELT WORLDWIDE: Journal of English Language Teaching*, 9(1).
- James, E., Currie, N. K., Tong, S. X., & Cain, K. (2021). The relations between morphological awareness and reading comprehension in beginner readers to young adolescents. *Journal of Research in Reading*, 44(1), 110–130. <https://doi.org/10.1111/1467-9817.12316>
- Khadir. (2015). *Statistik Terapan*. Jakarta: Rajagrafindo Persada.
- Kiparsky, P. (2020). Morphological Units: Stems. In P. Kiparsky, *Oxford Research Encyclopedia of Linguistics*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780199384655.013.542>.
- Kirby, J. R., Deacon, S. H., Bowers, P. N., Izenberg, L., Wade-Woolley, L., & Parrila, R. (2012). Children's Morphological Awareness and Reading Ability. *Reading and Writing: An Interdisciplinary Journal*, 25(2), 389–410. <https://doi.org/10.1007/s11145-010-9276-5>.
- Kohnen, S., Colenbrander, D., Caruana, N., Barisic, K., Badcock, E., Banales, E., Castles, A., McArthur, G., & Parrila, R. (2021). *DiST-morphology*. Macquarie University Reading Clinic.
- Kuo, L. - J. & Anderson, R. C. (2006). Morphological Awareness and Learning to Read: A Cross-language Perspective. *Educational Psychologist*, 41, 161-180.
- Ladefoged, P., & Johnson, K. (2014). *A Course in Phonetics (7th ed.)*. Cengage Learning.
- Lee, J. won, Wolters, A., & Grace Kim, Y.-S. (2023). The Relations of Morphological Awareness with Language and Literacy Skills Vary Depending on Orthographic Depth and Nature of Morphological

- Awareness. *Review of Educational Research*, 93(4), 528-558.
<https://doi.org/10.3102/00346543221123816>
- Lehmann, C. (2008). Roots, stems and word classes. *Studies in Language*, 32(3), 546–567. <https://doi.org/10.1075/sl.32.3.04leh>
- Lieber, Rochelle. (2009). *Introducing Morphology*. New York: Cambridge University Press.
- Liu, Q. (2011). Factors Influencing Pronunciation Accuracy: L1 Negative Transfer, Task Variables and Individual Aptitude. *English Language Teaching*, 4(4), p115. <https://doi.org/10.5539/elt.v4n4p115>
- Low, E. L. (2015). *Pronunciation for English as an International Language (1st ed.)*. New York: Routledge Publishers.
- Luthfiyati, D., Kholiq, A., & Zahroh, I. N. M. (2017). The Analysis of Word Formation Processes in the Jakarta Post Website. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 30–36. <https://doi.org/10.31539/leea.v1i1.30>.
- Maji, E., Samanhudi, U., & Mokoagouw, M. E. (2022). *Students' Difficulties in Speaking English*: 5(1).
- Mattingly, I. G. (1987). Morphological Structure and Segmental Awareness. *Cahiers de Psychologie Cognitive/Current Psychology of Cognition*, 7(5), 488-493.
- Maxwell, M. (1998). Two Theories of Morphology, One Implementation. *SIL Electronic Working Papers*.
- McCarthy, A. C. (2002). *An Introduction to English Morphology*. Edinburgh: Edinburgh University.
- Memiş, M. R. (2019). A research on reading comprehension and morphological awareness levels of middle school students and the relationship between these concepts. *Dil ve Dilbilimi Çalışmaları Dergisi*, 15(2), 649–677. <https://doi.org/10.17263/jlls.586807>
- Mousikou, P., Strycharczuk, P., Turk, A., Rastle, K., & Scobbie, J. (2015). Morphological effects on pronunciation. In *Proceedings of the 18th International Congress on Phonetic Sciences*.
- Nurhayati, D. A. W. (2011). Morphological and Morphophonemic Process (Nature, Types, and Rules). *Lingua Scientia*, 3(2).
- Nurlitas, Y. N., Mulyanti, R., Arrasul, A. R., Hardianti, S., & Nggolaon, D. (2023). Linguistics Factors as Speaking Obstacle of the EFL Students in Classroom. *Atlantis Press*. doi: 10.32946/atlantis.v10.i1.125992669
- Otlowski, M. (1998). *Pronunciation: What are the expectations?*. *TESL Journal*, 4(1).
- Oxford. (2008). *Learner's Pocket Dictionary*. Oxford University: Oxford University Press.
- Prayuda, A. (2021). *An Analysis of Students' Morphological Awareness in Reading Comprehension at Man 1 Pekanbaru*. Thesis Sultan Syarif Kasim State Islamic University of Riau.

- Rugaiyah, R. (2018). Derivational and Inflectional Morphemes: A Morphological Analysis. *J-SHMIC : Journal of English for Academic*, 5(2), 73–85. [https://doi.org/10.25299/jshmic.2018.vol5\(2\).1887](https://doi.org/10.25299/jshmic.2018.vol5(2).1887)
- Sari, L. N. I. (2018). *The Correlation Between The Vocabulary Mastery and Writing Ability among The Eighthgrade Students of Junior High School 2 Tumijajar in The Academic Year of 2017/ 2018*.
- Senger, Ötüken & Çelik, Ali Kemal. (2013). A Monte Carlo Simulation Study for Kolmogorov-Smirnov Two-Sample Test Under the Precondition of Heterogeneity: Upon the Changes on the Probabilities of Statistical Power and Type I Error Rates with Respect to Skewness Measure. *Journal of Statistical and Econometric Methods*. 2. 1-16. 10.2139/ssrn.2497601.
- Skandera, P and Burleigh, P. (2005). *A Manual of Phonetic and Phonology*. Ausburg: Naar Sudienbucher.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.
- Tambunsaribu, Gunawan and Simatupang, Masda Surti (2021) Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English, *European Journal of Molecular & Clinical Medicine*, 8 (2). pp. 759-766. ISSN 2515 8260
- Wahid, R., & Farooq, O. (2019). The Influence of Derivational and Inflectional Morphological Awareness on the Writing of Undergraduate EFL Students: An Empirical Study. *Arab World English Journal*, 10(1), 242–258. <https://doi.org/10.24093/awej/vol10no1.21>
- Wenxu. (2012). *An Introduction to Linguistics*. Beijing: Beijing Normal University Publishing Group.
- Witte, R. S., & Witte, J. S. (2017). *Statistics*. John Wiley & Sons.
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods (6th ed.)*. Los Angeles: SAGE Publications.
- Yule, G. (2002). *The Study of Language*. Cambridge University Press.
- Zeh, N. (2017). *Teaching Morphology to Improve Literacy*. <https://www.pbursd.net>
- Zhuanglin, Hu. (2011). *Linguistics: A Course Book (Fourth Edition)*. Beijing: Peking University Press.