Allomorph Analysis In The Book Entitled "The Practice Of English Language Teaching" By Jeremy Harmer

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Abstrak

Penelitian ini bertujuan untuk menganalisis alomorf dalam buku The Practice of English Language Teaching karya Jeremy Harmer, khususnya pada bab 3 "Latar Belakang Masalah dalam Pembelajaran Bahasa". Metode yang digunakan adalah deskriptif kualitatif dengan teknik purposive sampling dan analisis dokumen. Data dianalisis berdasarkan variasi pengucapan akhiran -s atau -es (jamak), -ed (bentuk lampau), dan bentuk tidak beraturan (suplementasi). Penelitian ini menemukan bahwa alomorf -s atau -es dibagi menjadi tiga kategori pengucapan: /s/, /z/, dan /iz/, sedangkan alomorf -ed terdiri dari /t/, /d/, dan /id/. Suplemen ditemukan dalam bentuk parsial (misalnya, *teach → taught, bring → brought) dan* bentuk penuh (*misalnya, good → better → best)*. Kategori alomorf yang paling dominan adalah akhiran /d/ (29,11%), diikuti oleh /z/ (24,68%), dan /s/ (12,3%). Penelitian ini memberikan wawasan tentang pola variasi bentuk kata dan bahasa Inggris yang relevan untuk pembelajaran bahasa, membantu pengajar dan pelajar untuk memahami aspek fonologi dan morfologi bahasa dengan lebih baik.

Kata kunci: Alomorf, Fonologi, Morfologi, Suplemen, Pembelajaran Bahasa Inggris.

Abstract

This study aims to analyse allomorph in the book The Practice of English Language Teaching by Jeremy Harmer, especially in chapter 3 "Background Issues in Language Learning". The method used is descriptive qualitative with purposive sampling technique and document analysis. The data were analysed based on the pronunciation variations of the suffix -s or -es (plural), -ed (past tense), and irregular form (suppletion). This study found that the -s or -es allomorph is devided into three pronunciation categories : /s/, /z/, and /iz/, while the -ed allomorph consist of /t/, /d/, and /id/. Suppletion is found in partial (e.g., teach → taught, bring → brought) and full (good → better → best) forms. The most dominant allomorph category is the suffix /d/ (29,11%), followed by /z/ (24,68%), and /s/ (12,3%). This study provides insights into patterns of word form variation and English that are relevant for language learning, helping teachers and learners understand the phonological and morphological aspects of language better.

Keywords: Allomorph, Phonology, Morphology, Suppletion, English language learning

1. INTRODUCTION

Language has always been an interesting to discuss as it is an essential part of human life. Language helps us convey our thoughts, understand cultures, and interact with others. In addition, each language is unique in its structure and the way it is used. Language is also constantly changing over time, making it always relevant to learn. The science that studies language is called linguistics. Fromkin

et al (2017) state that there are several grammatical aspects of language or linguistics including the words of language (morphology), the sentence patterns of language (syntax), the meaning of language (semantics and pragmatics), the sounds of language (phonetics), the sound of patterns of language (phonology).

Talking about words, words play an important role in linguistics because words are the smallest unit of language, and all languages have words (Aprianti, 2018). Words become the basis that connects form, meaning, and function. Through words, the structure and meaning of language can be understood and analyzed systematically. One aspect or branch of linguistics that studies word structure in depth is morphology. The term morphology comes from the word morph which means "form" and the suffix -logy which means "science." Literally, morphology can be interpreted as the study of form (Baryadi, 2022). In the context of linguistics, morphology refers to a branch of linguistics that focuses on the study of morphemes and words, including how words are formed and function in a language. This is in line with Aronoff & Fudeman (2022) who said morphology refers to the mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed. Morphology focuses on word formation through the smallest meaningful unit, that morphemes.

Morphemes devided into two there are free and bound morphemes. Free morphemes is morphemes which can stand alone or stand by themselves as a single words. For example, *sleep* and *walk*. While bound morphemes, which are those forms cannot normally stand alone and are typically attached to another form exemplified as *re, un, -ly, -ion, -ed,* and so on (Yule, 2022). Bound morphemes are further devided into inflectional (functioning grammatically without changing the basic meaning of the word) and derivation (changing the meaning or class of the word). Morphemes have two or more different pronunciations, called allomorph. Allomorphs are variations in the pronunciation of a morpheme which are influenced by a particular context, such as phonology, grammar, or vocabulary (Carstairs-McCarthy, 2017).

In English, allomorph is often found in common suffix such as -s for plural and -ed for past tense. McCarthy in his book mentions that -s ending has three allomorphs there are [s] (as in lamps or cats), [z] (as in days or dogs), and [iz] or [az] (as in judges or horses). The allomorph distribution of plural suffix in English is systematically determined based on the phonological properties of the sound that precedes the ending. The allomorph [s] is used after unvoiced consonant sounds, [z] is used after vowels or voiced consonants, and [iz] appears after sibilant sounds. This pattern indicates the existence of a regular phonological rule in the formation of plurals, which speakers unconsciously follow. For suffix -ed the allomorphs are [t], [d], and [id] or [ad]. Allomorphs can also be affected by morphosyntactic, lexical, or a combination of both factors, as in irregular plurals (oxen, sheep) or irregular past tenses (go → went). An irregular change in allomorph is called suppletion. Suppletion is a morphological phenomenon in which a word form used in a particular grammatical context replaces an entire root, rather than simply modifying it (Bobaljik, 2015).

Allomorphs are not only important in the study of linguistic theory, but also have practical benefits in language learning. This is particularly relevant in English language teaching, where an understanding of word form variation can help teachers and students better master language use. The book entitled *"The Practice of English Language Teaching"* by Jeremy Harmer is one of the main books used in English language education. It provides a complete guide to the theory and practice of language teaching and presents example of authentic language use. Therefore, this book is an appropriate material to research, especially in relation to the allomorphs.

Allomorph analysis in books such as Harmer's can provide insight into how word form variation is used in language teaching. This research is important for several reasons. First, an understanding of morphological pattern such as allomorphs can help teachers explain word form variation to students more easily. Second, allomorph anaylsis can reveal usage patterns that may not be obvious in general English studies.

The author found several studies that are similar and related to this research, which focuses on allomorphs. Two of them are *"Allomorph Analysis of The Grammatical Conditioned and Suppletion in This Body of Death Novel by Elizabeth George"* by Dwi Aprianti in 2018 and *"Allomorph Analysis in the Three Poems by Ernest Hemingway through Its Complementary Distribution"* by Susilo Purwanto in 2017. Both previous studies have the same goal of finding allomorphs in a written text. The difference lies in the object of data taken and the focus of the research. Aprianti (2018) in her research took the object of data using the novel This Body of Death by Elizabeth George and focused on how if the allomorph was analyzed through its grammatical conditions and the process of supplementation of a morpheme, without any phonological factors at all. Meanwhile, in Purwanto (2017) his research took data objects using three poems by Ernest Hemingway by focusing on the inflectional morpheme -es and -ed contained in the poems. Similar to the both previous studies, this research aims to find allomorphs in a book text. The title of the research is *"Allomorph Analysis in The Book Entitled 'The Practice of English Language Teaching by Jeremy Harmer"*. This research aims to analyze the allomorphs in the book and classify them based on sound changes in the suffix -s/-es in the plural, and -ed in the past tense. In addition, the author also classifies suppletion. Through this research, it is hoped that the readers can gain a deeper understanding and additional references regarding morphology, particularly allomorphs.

2. RESEARCH METHOD

The methodology employed in this research used descriptive qualitative. Descriptive qualitative research is used to understand social phenomena in depth, involving data collection through observation, interviews, or documents (Moleong, 2012). In this study, data was taken from a book entitled "The Practice of English Language Teaching" by Jeremy Harmer. However, the research did not analyze the entire chapter of the book. The focus of the research is only on chapter 3, namely "Background Issues in Language Learning", precisely pages 49-61.

The sampling technique used was purposive sampling. This technique was chosen because the author only took specific parts of the book that were relevant to the research objectives. This is in line with the understanding put forward by Etikan (2016) that purposive sampling is a research technique that selects samples based on certain criteria that are relevant to the research objectives, so that the data obtained is more in-depth and focused.

The data collection technique used is document analysis. The author reads and analysis books to obtain relevant data. The data collection was carried out with the following steps:

1) Read all the contents of chapter 3 of Jerremy Harmer's book.
2) Selecting morpheme that are relevant to the research focus.
3) Finding morpheme and classifying them into three categories such as morpheme with suffix -s or -es (plural), morpheme with suffix -ed (past), and irregular words (suppletion)
4) Converted the classified words into phonetic transcriptions.
5) Devided the morpheme based on phonetic pronunciation into the following categories: /s/, /z/, and /iz/ for suffix -s or -es , /d/, /t/, and /id/ for suffix -ed.

In addition, the author applied several steps to complete this analysis. The first step was to collect the data by classifying it. The classification process was done after all the words were found through careful selection. After that, the author determined the most relevant title for allomorph analysis in a book by finding references from previous studies through Google Scholars.

After the words were collected and the title was determined, the author analyzed the data using theories and references from some relevant journals and e-books. This analysis was entered into a table to facilitate data grouping. The analysis process begins by identifying the type of allomorphs that have similarities, which are then grouped as part of the data analysis technique.

The next step is to classify the words obtained from the research object. The author identifies plural words with endings pronounced as /s/, /z/, /iz/, past tense verbs with endings pronounced as /d/, /t/, /id/. In addition, the author also traces words that have changed forms in irregular verbs. After the data was grouped, the next step was to describe each category based on the results of the classification and phonetic transcription, and then compile a narrative description of the data with a focus on analysing the form and pronunciation of words according to the predetermined categories. The last step is made conclusions by interpreting the data and presenting the research results.

3. HASIL DAN PEMBAHASAN

These allomorphs illustrate variations in the pronunciation of the suffix -s or -es that are adapted to the final sound of the morpheme. This phenomenon is an important aspect of English phonology, reflecting phonetic adaptation rules to simplify pronunciation. Kennedy (2014) explains that there are three pronunciation rules for -s or -es endings: if the final sound in the morpheme is voiceless, -s or -es endings is pronounced as /s/. If the final sound is voiced, it is pronounced as /z/ and then if the final sound is sibilant, the -s or -es endings is pronounced as /iz/. Therefore, the author categorizes three pronunciations of the -s or -es endings there are /s/, /z/, and /iz/. Each of which is produced by the characteristics of the final sound of the morpheme. The explanation are below.

1. ## Allomorph of the Plural (suffix -s or -es)

Table 1. Data Finding of Allomorph of the Plural (suffix -s or -es)

Morphemes	Phonetic Transcription	Sounds
Adults, Parents, Makes, Theorists, Methodologists, Techniques, Students, Amounts, Months, Results, Swaps, Rats, Suggests, Writes, Indicates, Efforts, Tasks, Critics, Perhaps,	/əˈdʌlts/, /ˈperənts/, /meɪks/, /ˈθiːərɪsts/, /ˌmɛθəˈdalədʒɪsts/, /tekˈniːks/, /ˈstuːdnts/, /əˈmaʊnts/, /mʌnθs/, /rɪˈzʌlts/, /swɑːps/, /ræts/, /səˈdʒests/, /raɪts/, /ˈɪndɪkeɪts/, /ˈefərts/, /tæsks/, /ˈkrɪtɪks/, /pərˈhæps/	/s/
Trilinguals, Seems, Teachers, Conditions, Transforms, Olds, Conveys, Interactions, Themselves, Says, Words, Happens, Brains, Learners, Methods, Lessons, Situations, Means, Implications, Knows, Depends, Intervals, Needs, Cries, Occurs,	/traɪˈlɪŋgwəlz/, /siːmz/, /ˈtiːtʃərz/, /kənˈdɪʃnz/, /trænsˈfɔːrmz/, /əʊldz/, /kənˈveɪz/, /ˌɪntərˈækʃnz/, /ðəmˈselvz/, /seɪz/, /wɜːrdz/, /ˈhæpənz/, /breɪnz/, /ˈlɜːrnərz/, /ˈmeθədz/, /ˈlesnz/, /ˌsɪtʃuˈeɪʃnz/, /miːnz/,	/z/

Humans, Colleagues, Ways, Problems, Appears, Forms, Commentators, Things, Skills, Leads, Researchers, Reasons, Activities, Capabilities	/ˌɪmplɪˈkeɪʃnz/, /noʊz/, /dɪˈpendz/, /ˈɪntərvlz/, /niːdz/, /kraɪz/, /əˈkɜːrz/, /ˈhjuːmənz/, /ˈkɑːliːgz/, /weɪz/, /ˈprɑːbləmz/, /əˈpɪrz/, /fɔːrmz/, /ˈkɑːmənteɪtərz/, /θɪŋz/, /skɪlz/, /liːdz/, /ˈriːsɜːrtʃərz/, /ˈriːznz/, /ækˈtɪvɪtiz/, /ˌkeɪpəˈbɪlɪtiz/	
Sentences, Classes, Presses, Reinforces, Utterances, Syllabuses, Influences, Approaches, Languages, Changes	/ˈsɛntənsɪz/, /ˈklæsɪz/, /ˈprɛsɪz/, /ˌriːɪnˈfɔːrsiz/, /ˈʌtərənsɪz/, /ˈsɪləbəsɪz/, /ˈɪnfluənsɪz/, /əˈproʊtʃɪz/, /ˈlæŋgwɪdʒɪz/, /tʃeɪndʒiz/,	/iz/

The first category is suffix pronounced as /s/. In this category, the suffix -s is pronounced as /s/ when the final sound of the morpheme is voiceless consonant. Voiceless means that there is no vibration in the throat and the sound comes from the mouth area, so that the pronunciation of the suffix /s/ is lighter and does not produce additional sounds (Lailul, 2019). Letters or sounds that cause the ending to be pronounced /s/ include /p/, /t/, /k/, /f/, and /θ/. Examples of words in this category include perhaps (/pərˈhæ[p]s/), adults (/əˈdʌl[t]s/), makes (/meɪ[k]s/), and months (/mʌn[θ]s/). This reflects how the final sound affects the phonetic form of the plural ending.

The second category is suffix pronounced as /z/. In this category, the suffix -s is pronounced as /z/ when the final sound of the morpheme is a voiced consonant. Voiced means that it uses the vocal cords and produces a vibration or buzzing sound in the throat when pronounced so that it sounds more profound. Letters or sounds that cause the ending to be pronounced /z/ include vowels (a, e, i, o, u) and consonants (/b/, /d/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/, /r/). Examples of words representing this category include says (/se[ɪ]z/), knows (/no[ʊ]z/), needs (/niː[d]z/), colleagues (/ˈkɑːliː[g]z/), themselves (/ðəmˈsel[v]z/), trilinguals (/traɪˈlɪŋgwə[l]z/), seems (/si:[m]z/,), conditions (/kənˈdɪʃ[n]z/), things (/θɪ[ŋ]z/), commentators (/ˈkɑːmənteɪtə[r]z/).

The third category is endings pronounced as /iz/. This accent appears on words that have a sibilant ending sound. Sibilants are produced by forcing air out towards the teeth. Letters or sounds that cause the ending to be read as /iz/ include (/s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/). Examples of words that represent this category include sentences (/ˈsɛntən[s]ɪz/), approaches (/əˈproʊt[ʃ]ɪz/), languages (/ˈlæŋgwɪ[dʒ]iz/).

2. Allomorph of the Past (suffix -d or -ed)

Table 2. Data Finding of Allomorph of the Past (suffix -d or -ed)

Morphemes	Phonetic Transcription	Endings

Used, Asked, Advanced, Relaxed, Based, Published, Produced, Assessed, Focused, Established,	/juːst/, /æskt/, /ədˈvænst/, /rɪˈlækst/, /beɪst/, /ˈpʌblɪʃt/, /prəˈduːst/, /əˈsest/, /ˈfəʊkəst/, /ɪˈstæblɪʃt/	/t/
Answered, Simplified, Guaranteed, Alarmed, Compromised, Allowed, Recognized, Credited, Described, Required, Called, Claimed, Studied, Received, Exposed, Combined, Emerged, Considered, Believed, Married, Carried, Discovered, Frightened, Showed, Pleased, Proposed, Conditioned, Applied, Questioned, Explained, Wondered, Abandoned, Followed, Involved, Enjoyed, Seemed, Engaged, Argued, Desired, Offered, Played, Arrived, Raised, Gained, Turned, Designed	/ˈænsərd/, /ˈsɪmplɪfaɪd/, /ˌgærənˈtiːd/, /əˈlɑːrmd/, /ˈkɑːmprəmaɪzd/, /əˈlaʊd/, /ˈrekəgnaɪzd, /ˈkrɛdɪtɪd/, /dɪˈskraɪbd/, /rɪˈkwaɪərd/, **/kɑːld/**, /kleɪmd/, /ˈstʌdid/, /rɪˈsiːvd/, /ɪkˈspəʊzd/, /kəmˈbaɪnd/, /ɪˈmɜːrdʒd/, /kənˈsɪdərd/, /bɪˈliːvd/, /ˈmærid/, /ˈkærid/, /dɪˈskʌvərd/, /ˈfraɪtnd/, /ʃoʊd/, /pliːzd/, /prəˈpəʊzd/, /kənˈdɪʃnd/, /əˈplaɪd/, /ˈkwestʃənd/, /ɪkˈspleɪnd/, /ˈwʌndərd/, /əˈbændənd/, /ˈfaːləʊd/, /ɪnˈvɑːlvd/, /ɪnˈdʒɔɪd/, /siːmd/, /ɪnˈgeɪdʒd/, /ˈɑːrgjuːd/, /dɪˈzaɪərd/, /ˈɔːfərd/, /pleɪd/, /əˈraɪvd/, /reɪzd/, /geɪnd/, /tɜːrnd/, /dɪˈzaɪnd/	/d/
Exaggerated, Sophisticated, Interested, Suggested, Moderated, Wanted, Reported, Confronted, Rewarded, Repeated, Derided, Started, Devoted, Motivated, Directed, Attracted, Accepted, Pointed	/ɪgˈzædʒəreɪtɪd/, /səˈfɪstɪkeɪtɪd/, /ˈɪntrestɪd/, /səgˈdʒestid/, /ˈmɑːdəreɪtid/, /ˈwɑːntɪd/, /rɪˈpɔːrtid/, /kənˈfrʌntɪd/, /rɪˈwɔːrdid/, /rɪˈpiːtɪd/, /dɪˈraɪdid/, /stɑːrtid/, **/dɪˈvəʊtɪd/**, /ˈməʊtɪveɪtɪd/, /daɪˈrekitid/, /əˈtræktid, /əkˈseptɪd/, /ˈpɔɪntɪd/	/id/

Just like the -s endings, the -d or -ed endings also has three pronunciation rules. Leech & Svartvik (2013) explain how to pronounce the -d or -ed endings in the past tense as follows: if the last sound is voiced, the -d endings is pronounced as /d/. If the last sound is silent, then the -d endings is pronounced as /t/ and if the word ends in a [t] or [d] sound, then the-d endings is pronounced as /id/, which adds new syllable. Therefore, the author categorizes three pronunciations of the endings -d or -ed, namely /t/, /d/, and /id/. These pronunciations depend on the final sound of the base form.

The first category is suffix pronounced as /t/. In this category, the suffix /t/ is pronounced as /t/ when the morpheme ends in a voiceless that is sound produces without vocal cord vibration. In this pattern, the -d ending does not add new syllable, but is attached directly to the base word (Ann Cook in Lailul (2019)). Letters or sounds that cause the ending to be pronounced /t/ there are /p/, /k/, /f/, /s/, /ʃ/, /tʃ/. Examples of words representing this category include asked (/æs[k]t/), used (/juː[s]t/), published (/ˈpʌblɪ[ʃ]t/).

The second category is suffix pronounced as /d/. In this category, the suffix -d is pronounced as /d/ when the final sound of the morpheme is a voiced consonant. Voiced means that it uses the vocal cords and produces a vibration or buzzing sound in the throat when pronounced so that it sounds more profound. Letters or sounds that cause the ending to be pronounced /z/ include vowels (a, e, i, o, u) and consonants (/b/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/, /r/, /z/). Examples of words representing this category include described /dɪˈskraɪ[b]d/, involved /ɪnˈvɑːl[v]d/,

The third category is suffix pronounced as /id/. The suffix -ed is pronounced as /ɪd/ (or [əd] in some dialects) when the root word ends in a [t] or [d] sound. In this case, -ed adds a new syllable. This pattern is used to ensure clear pronunciation and avoid overlap between the base and ending sounds. Examples of words that represent this category include sentences.

3. Suppletion

Most allomorphs are due to phonological rules and are predictable, but some allomorphs such as the past tense and past participle of irregular verbs are not rule-based and thus, unpredictable (Bonet & Harbour, 2012). It is called suppletion where the inflected form of word has no shape relationship (either morphologically or phonologically) with its base form, but remains within the same paradigm. This is in line with Siddiqi (2018), he mentioned suppletion is a morphological phenomenon in which the word form changes irregularly, so that it does not follow the general inflection pattern. Siddiqi also devides suppletion into two main types there are full suppletion and partial suppletion. Full suppletion occurs when the root of a word is completely replaced by new form that has no phonological relationship with base form. For example as in go → went or person → people. On the other hand, partial suppletion occurs when the root changes but still maintains a slight phonological relationship with the base form, for example as in think → thought, seek → sought. Based on the analysis that has been done, the author found 16 suppletion in Jeremy Harmer's book pages 49-61.

1) Children are not **taught** language

> | Teach → Taught |

The transformation from "teach" to "taught" reflects a morphological change that falls under the category of partial suppletion. The verb teach is in the base form or present tense, while taught is the past tense and past participle of teach. The phonological relationship between the two is maintained, especially in the initial sounds /tiːtʃ/ and / /tɔːt/, despite significant changes in the vowels and the loss of the final consonant /tʃ/. As this change does not follow a regular morphological pattern such as the addition of the -ed suffix, this transformation is classified as a partial suppletion rather than a regular change. Both forms remain in the same paradigm as verbs, with different functions according to the time context.

2) It **would** appear.

<div style="text-align:center">

Will → Would

</div>

The transformation from "will" to "would" reflects a morphological change that falls under the category of partial suppletion. The modal verb "will" is used to express future wishes, predictions, or intentions, while "would" is the past tense of "will" and is used to express conditionals, polite requests, or past customs. The phonological relationship between the two is maintained, especially in the initial sound /wɪ-/ and /wʊ-/, although there are changes in the vowels and the addition of the final consonant /d/. Because there is a phonological relationship but the form does not follow regular morphological change pattern, this transformation is included in partial suppletion. Both remain in the same paradigm as modal verbs with different functions.

3) Palmer suggested that spontaneous capabilities are **brought** into play.

<div style="text-align:center">

Bring → Brought

</div>

The transformation from "bring" to "brought" is an example of a morphological change that falls into the category of partial suppletion. The verb "bring" is in the base form or present tense, while "brought" is the past tense and past participle of bring. The phonological relationship between the two forms is still visible, especially in the initial sounds /brɪŋ/ and /brɔːt/, despite the vowel change from /ɪŋ/ to /ɔːt/ and the loss of the final consonant /ŋ/. As this change does not follow a regular morphological pattern such as the addition of the suffix -ed, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions based on the time context.

4) Perhaps we **might** have students learn language consciously at some later stage for the sake of their writing.

<div style="text-align:center">

May → Might

</div>

The transformation from "may" to "might" reflects a morphological change that falls under the category of partial suppletion. The modal verb "may" is used to express possibility or permission in the present or future, while "might" is the past tense of may which is often used to express a smaller possibility, a conditional situation, or a hypothetical event in the past. The phonological relationship between the two remains apparent, especially in the initial sounds /meɪ/ and /maɪt/, despite significant changes to the vowels and the addition of the final consonant /t/. As these changes do not follow the regular pattern of morphological change, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as modal verbs, with different functions according to time context or degree of possibility.

5) Form and meaning associations were **made** using real objects.

<div style="text-align:center">

Make → Made

</div>

The transformation from "make" to "made" is an example of a morphological change that falls under the category of partial suppletion. The verb "make" is in the base form or present tense,

while "made" is the past tense and past participle of make. The phonological relationship between these two forms remains visible, especially in the initial sounds /meɪk/ and /meɪd/, despite the change in the final consonant from /k/ to /d/. As this change does not follow regular morphological patterns such as the addition of the -ed suffix, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions according to the time context.

6) That students learn **better** when engaged in meaning-based tasks.
7) The **best** kind of language for this purpose is comprehensible input.

$$\boxed{\text{Good} \rightarrow \text{Better} \rightarrow \text{Best}}$$

The transformation from good to better and best is an example of morphological change that falls into the category of full suppletion. The adjective good means "good" in the basic form (positive degree), better is a comparative degree used to express a better quality compared to something else, while best is a superlative degree used to express the best quality among several things. There is no clear phonological relationship between good (/ɡʊd/), better (/ˈbɛtər/), and best (/bɛst/), as these changes do not follow regular patterns such as the addition of the -er or -est endings that are usually used to form comparisons in regular adjectives. Therefore, this transformation is classified as a full suppletion. These three forms remain in the same paradigm as adjectives, with different functions according to the grammatical context.

8) Where specific graded language has been **chosen** for conscious learning.

$$\boxed{\text{Choose} \rightarrow \text{Chosen}}$$

The transformation from "choose" to "chosen" reflects a morphological change that falls under the category a partial suppletion. The verb "choose" is in the base form or present tense, while "chosen" is the past participle form of "choose", used in perfect tense, passive voice, or as an adjective. The phonological relationshio between these two forms remains apparent, especially in the initial sound /tʃuːz/ and /ˈtʃəʊzn/, despite the change in the vowel from /uː/ to /əʊ/ as well as the addition of the suffix /ən/. Since this change does not follow a regular morphological pattern, such as the addition of the suffix -ed, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions according to the grammatical context.

9) The most useful thing we **could** do with students.

$$\boxed{\text{Can} \rightarrow \text{Could}}$$

The transformation from "can" to "could" reflects a morphological change that falls under the category of partial suppletion. The modal verb "can" is used to express present ability or permission, while "could" is the past tense of "can", which is used to express past ability, conditional possibility, or polite request. The phonological relationship between these two forms is still visible, especially in the initial sounds /kæn/ and /kʊd/, despite the vowel change from /æ/ to /ʊ/ and the loss of the final consonant /n/. Since these changes do not follow a regular pattern in the English morphological system, this transformation is classified as a partial

suppletion. Both forms remain in the same paradigm as modal verbs, with different functions depending on the time context or degree of possibility.

10) Real tasks for which the teachers **gave** no language training.

Give → Gave

The transformation from "give" to "gave" reflects a morphological change that falls under the category of partial suppletion. The verb "give" is in the base form or present tense, while "gave" is the past tense form of "give", which is used to express the act of giving that has been completed in the past. The phonological relationship between the two forms is still visible, especially in the initial sounds /gɪv/ and /geɪv/, although there is a change in the vowel from /ɪ/ to /eɪ/ and no change in the initial and final consonants. As these changes do not follow regular morphological patterns such as the addition of the suffix -ed, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions depending on the time context.

11) Student also **took** part in communication games.

Take → Took

The transformation from "take" to "took" is an example of a morphological change that falls under the category of partial suppletion. The verb "take" is in the base form or present tense, while "took" is the past tense of "take", which is used to express the action of taking that has been completed in the past. The phonological relationship between the two forms is still apparent, especially in the initial sounds /teɪk/ and /tʊk/, despite the change in the vowel from /eɪ/ to /ʊ/. As this change does not follow regular morphological patterns such as the addition of the -ed suffix, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions according to the time context.

12) Using language they have **heard.**

Hear → Heard

The transformation from "hear" to "heard" reflects a morphological change that belongs to the category of partial suppletion. The verb "hear" is in the base form or present tense, while "heard" is the past tense and past participle of "hear", which is used to express the act of hearing that has been completed in the past. The phonological relationship between these two forms remains apparent, especially in the initial sounds /hɪr/ and /hɜːrd/, despite the change in the vowel from /ɪə/ to /ɜː/ as well as the addition of the final consonant /d/. As this change does not follow a regular morphological pattern such as the addition of an -ed ending, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions depending on the time context.

13) Krashen **saw** the successful acquisition by students.

14) Scaffolding is thus *seen* as different from introducing new language in a more formal way.

See → Saw → Seen

The transformation from "see" to "saw" and "seen" is an example of a morphological change that falls into the category of partial suppletion. The verb "see" means is in the base form or present tense, while "saw" is a past tense used to express the act of seeing that has been completed in the past. Meanwhile, "seen" is the past participle form used in the context of perfect tense, passive voice, or certain constructions. The phonological relationship between these three forms remains visible, especially in the initial sound /siː/ for see and /sɔː/ for saw, despite significant changes in the vowels as well as the addition of the /-n/ ending in seen (/siːn/). Since this change does not follow a regular pattern such as the addition of an -ed or -ing ending, this transformation is classified as a partial suppletion. The three forms remain within the same paradigm as verbs, with different functions according to the grammatical context.

15) Rules and the liking for ˈform-*driven* rather than meaning-driven behaviour.

Drive → Driven

The transformation from "drive" to "driven" reflects a morphological change that falls under the category of partial suppletion. The verb "drive" is in the base form or present tense, while "driven" is the past participle form of drive, used in the context of perfect tense, passive voice, or as an adjective. The phonological relationship between these two forms is still visible, especially in the initial sounds /draɪv/ and /ˈdrɪvən/, despite the change in the vowel from /aɪ/ to /ɪ/ as well as the addition of the suffix /ən/ in the past participle form. As this change does not follow a regular morphological pattern such as the addition of the -ed suffix, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as verbs, with different functions according to the grammatical contexts.

16) When *children* were playing in this way.

Child → Children

The transformation from "child" to "children" is an example of a morphological change that falls under the category of partial suppletion. The noun "child" is in the singular, while "children" is the plural form of "child", which is used to refer to more than one child. The phonological relationship between these two forms is still apparent, especially in the initial sounds /tʃaɪld/ and /ˈtʃɪldrən/, despite the significant change in the vowel from /aɪ/ to /ɪ/ as well as the addition of the suffix /-rən/. As these changes do not follow regular morphological patterns in plural formation such as the addition of the suffix -s or -es, this transformation is classified as a partial suppletion. Both forms remain in the same paradigm as nouns, with different functions according to the number referred to.

Category	Total	Percentage
Plural /s/	19	12,03%
Plural /z/	38	24,68%
Plural /iz/	10	6,33%
Past Tense /t/	10	6,33%

Past Tense /d/	46	29,11%
Past Tense /id/	18	11,39%
Suppletion (Full)	1	0,63%
Suppletion (Partial)	15	9,49%
Total	158	100%

Based on the data presented, the percentage of allomorph categories shows a diverse distribution. The /d/ suffix has the highest percentage 29,11%, reflecting its dominant use, especially after voiced sounds, both vowel and consonants, such as in the words "studied" and "described". The suffix /z/ comes in second with 24,68%, used after vowels or voiced consonants, such as "teachers" and "conditions", The suffix /s/ has percentage of 12,03%, showing its significant use after voiceless sounds, such as "makes" and "months". The suffix /id/ 11,9% appears in verbs with suffix /t/ or /d/, producing additional syllables, for example "wanted" and "needed".

The categories with lower percentages are /iz/ (6.33%), which appears after sibilant sounds like /s/, /z/, and /ʃ/, such as "sentences" and "languages," and /t/ (6.33%), which is used after voiceless sounds like /p/ and /k/, for example "asked" and "used." Suppletion partial, which shows a change of form with a phonological relationship, has a percentage of 9.49%, as in "teach → taught" and "bring → brought." Meanwhile, full suppletion has the smallest percentage of 0.63%, reflecting total shape change without phonological relations, as in "good → better → best."

4. SIMPULAN

This study analyzes the pronunciation variation of allomorphs in English based on data from the book The Practice of English Language Teaching by Jeremy Harmer. The allomorphs analyzed include plural endings (-s or -es) and past tense endings (-d or -ed), as well as irregular forms that include suppletion. The results show that there is a systematic phonetic distribution pattern according to the sound context of the final morpheme.

The results show that /d/ (29.11%) and /z/ (24.68%) endings are the most dominant categories, reflecting their high frequency in words ending in voiced sounds. The endings /s/ (12.03%) and /id/ (11.39%) had moderate usage, while the endings /iz/ and /t/ accounted for only 6.33% each. Suppletion, which indicates irregular shape changes, has a smaller percentage, with partial suppletion accounting for 9.49% and full suppletion only 0.63%.

This study shows the importance of understanding morphological variations such as allomorphs in English language teaching, as it can help students understand patterns of word form change according to phonetic and grammatical rules. The findings make a contribution in supporting morphology-based language learning, particularly in the context of pronunciation variation.

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