

## **Past-Time Marker *-ed* in the Speech and Written Work of Indonesian English Majors**

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### **Abstract**

This paper presents a descriptive investigation on verbal and written use of past-time inflectional marker *-ed* by Indonesian English majors. Given that English has a foreign language status in Indonesia, acquiring grammatical forms and specific to this study, the *-ed* inflection, is challenging to learners. Difficulties in acquiring the form is amplified by cross-linguistic influence as the majority of EFL learners in Indonesia speak Javanese as their first language and Indonesian as the second, while exposure to English and to this study's temporal target form is minimal. The salience of *-ed* and its allomorphs plays a part in determining the learners' usage of the form, with syllabic forms predicted to be perceptually more prominent and easier to acquire. Thirty undergraduates who were English Literature and English Education majors in Central Java participated in this study. Due to the two-fold nature of the investigation, data were collected using two instruments; one elicited written usage of the target form while the other stimulated the participants' verbal output. Although there were missing *-ed* inflections where obligatory, results suggest students' ease and considerable consistency in using the written form of the *-ed* temporal marker. On the contrary, the English majors generally used the default form of the regular verbs when *-ed* allomorphs [t], [d] and [ɪd] were required in their speech. To a certain extent, cross-linguistic influence and saliency are relevant in discussing the acquisition of the forms. Instructional intervention should help the English majors and others comparable to them, whose closer approximation to Standard English is very important, in completing their university academic programmes as well as in enhancing chances of employability which includes teaching English.

**Keywords:** Past-time inflection, *-ed* allomorphs, Indonesian EFL users, English majors, cross-linguistic influence, salience

### **Introduction**

A common language is needed for communication in Indonesia, a vast country of more than 1400 islands and 700 spoken languages (Lewis, 2009). It is stated in the constitution of Indonesia that Indonesian or Bahasa as it is referred to in Indonesia is its national language (Ministry of Education and Culture, 2011). Javanese is another influencing linguistic feature of Indonesia and it is the mother tongue of approximately 75 million people in Java (UCLA Language Materials Project, 2014). Other languages like Sundanese and Madurese are spoken on the island but by relatively smaller groups of people. The usage of English, which has a foreign language status, is in a

distant third place in Java. To use the term from Kachru's (2005) concentric circles model of countries where English has been diffused, Indonesia belongs to the Expanding Circle. Its status is reflected in terms of language curriculum in public schools where English is currently taught from junior high school but an optional subject at elementary level (Kirkpatrick, 2012). This would mean that many Indonesian children start formal English instruction from the age of 13 making the exposure to the language limited by the time they enter higher education institutions, compared to their counterparts in most other countries in ASEAN (Association of Southeast Asian Nations). With those linguistic dynamics in mind, this paper presents an investigation on Indonesian English majors' use of a specific morphological form, the *-ed* past-time marker, a form that has often been reported as challenging for non-native speakers of English to acquire (Lotfie, Salleh, & Kadir, 2015; Lotfie, Kadir, & Pilus, 2016, Napitupulu, 2002; Widyastuti, 2015). This investigation also comparatively describes the written and verbal use of *-ed* by the English majors.

### **The English language *-ed* inflection, Perceptual Salience Hypothesis and cross-linguistic influence**

The English language, although it is a less synthetic language after evolving for more than 1500 years (Lieber, 2016), has a set of inflections that indicate temporality. References to the past or past-time are differently marked in irregular and regular verbs and the scope of this study is the latter. The inflection *-ed* of verbs indicates pastness in past tense forms (Celce-Murcia & Larsen-Freeman, 1999).

The written marker *-ed*, however, has allomorphic differences in speeches. Allomorph refers to variant pronunciations of a morpheme determined by phonological, grammatical or lexical contexts. In Standard English, the additive allomorphs of *-ed* are represented by three variants that are phonologically determined by preceding sounds (Carstairs-McCarthy, 2002). The allomorphic features are summarized in Table 1.

Table 1  
*Features of the English language -ed allomorphs*

	Preceding sound	Allomorph	Examples
1	[t] or [d]	[ɪd] or [əd]	<i>branded, prodded, agitated, elected</i>
2	Voiceless	[t]	<i>clapped, picked, renounced</i> (non-syllabic)
3	A vowel or a voiced consonant	[d]	<i>played, mugged</i> (non-syllabic)

Table 1 summarises the sounds preceding the allomorphs [ɪd]/[əd], [t], and [d], provides examples of inflected regular verbs and shows that while verbs followed by [ɪd] has syllabic forms, those with [t] and [d] are non-syllabic. Table 1 also shows that when the last consonant of the verb ends with a [t] or a [d], native speakers would insert the epenthetic vowels of either [ɪ] or [ə] (LeBlanc & Koffi, 2013).

This study draws attention to the concept of salience in acquiring linguistic items. Salience refers to a linguistic item's property that makes it perceptually and cognitively prominent (Kerswill & Williams, 2002). Goldschneider and DeKeyser (2001) state that perceptual salience is the ease of hearing or perceiving a given linguistic feature, unit, or structure and may be related to the available amount of phonet-

ic substance and lexical stress level in an input. The Perceptual Salience Hypothesis predicts that a second language learner faces fewer difficulties in perceiving and producing a syllabic grammatical suffix than a non-syllabic one (Klein et al., 2003). Syllabic forms are more perceptually salient (Solt et al., 2004) and may assist acquisition of a form due to learners' noticing the items easier. The English past-time *-ed* has three allomorphs which are [ɪd], [d] and [t], so the syllabic [ɪd] as in "agitated" should hypothetically be the easier for second language (L2) learners to perceive and produce compared to [d] as in "played" and [t] as in "announced" which are non-syllabic. The link between saliency, syllabic forms and usage of *-ed* allomorphs is later explained in the discussion section.

This paper also highlights cross-linguistic influence or language transfer in acquiring a language. Cross-linguistic influence concerns the significance of mother tongue in the acquisition of a second language (Oglin, 2003). This concept is based on Contrastive-Analysis Hypothesis which emphasizes predicting difficulties faced by learners learning a language according to structural differences between the native language and that of the target language (Lado, 1957). From cross-linguistic influence perspective, the past-time *-ed* and its allomorphs would be difficult for Javanese speakers of English to acquire because a comparable form does not exist in both Indonesian and Javanese. It was predicted that the form and its allomorphs could not be easily produced by the participants of this study in both verbal and written forms, though the findings suggest the multifaceted nature of language acquisition where cross-linguistic influence is present but not all encompassing.

### **Temporal reference and past-time forms in Indonesian and Javanese**

This section provides an overview on past-time indicators of the participants' national language (Indonesian) and mother tongue (Javanese). Indonesian is categorised as a language with a verb system that does not require the use of inflectional markers (Boroditsky, Ham, & Ramscar, 2002; Deterding & Poedjosoedarmo, 2001; Prentice, 1987). In other words, its verbs do not undergo change of default forms and do not require morphological alterations in indicating temporality. The notion of time in the language is signalled by the use of verbs with adjuncts of time (Sneddon, 1996) and adverbials (Puspitorini, Suhardiyanto, & Yuwono, 2014). The adjuncts include *sekarang* (now) and *besok* (tomorrow), and examples of adverbials are *sedang*, *masih*, and *akan*. Both *sedang* and *masih* indicate on-going processes while *akan* refers to the future.

Specifically, *kemarin* (yesterday) as well as *telah*, *sempat*, *pernah* and *sudah* (all four could represent the auxiliaries "has", "have" or "had") are used to indicate past time. *Kemarin* is an adjunct of time, while *telah*, *sempat*, *pernah* and the most frequently used *sudah* are adverbials or aspect markers (Grangé, 2010). The following sentences using the verb *pulang* (*to return, to come back*) provide the illustration that the adjunct and the adverbials provide time reference while the verb remains in its default form.

- (1) *Laila pulang ke Yogya kemarin.*  
Laila returned to Yogya yesterday.
- (2) *Laila sempat pulang sebentar.*  
Laila (has) managed to return for a while.
- (3) *Laila pernah pulang sekali sebelum kecelakaan itu.*  
Laila had returned once before that accident.

- (4) *Laila sudah pulang.*  
Laila has returned.  
(5) *Laila telah pulang ke Rahmatullah.*  
Laila has returned to God.

Examples (1) to (5) show that there is no change in *pulang* regardless of the different temporal references, while the English equivalent of *pulang*, return, vary in attached inflectional form. It should be noted that in (4) and (5), *telah* and *sudah*, share the same meaning. However, *sudah* is more commonly used, unlike *telah* which often denotes poetic or religious undertones in the message. The usage of *telah* in a religious context is exemplified in (5) whereby a person's passing is described as returning to God.

In Javanese, past time is traditionally expressed in two ways; through context and temporal markers. The examples are as follows. In (6) and (7), Javanese examples are followed by Indonesian ones.

- (6) *Motormu kok apik banget, tukumu ing ngendi?*  
*Motormu kok bagus sekali, kamu membelinya dimana?*  
Your motorcycle is great, where did you buy it?

Example (6) does not employ any time signal nor an equivalent to verbal English past tense marker *-ed*. The context provides the meaning that the action of buying the motorcycle occurred in the past.

- (7) *Aku tilik putu wingi.*  
*Saya jenguk cucu kemarin.*  
I visited my grandchild yesterday.

In (7), an example from Mintaraga and Tofani (n.d.), the verb *tilik* is inflectionless but pairing it with *wingi* (*kemarin*, yesterday) indicates its pastness. In addition, *wingi* as exemplified in (7), an adjunct of time to mean "yesterday", may be paired as follows: *wingi esuk* (*kemarin pagi*, yesterday morning), *wingi sore* (*kemarin sore*, yesterday afternoon), and so forth. It may also be specifically marked with a day, a month or a year and in such structure means "last" as in *Rejeb wingi* (*Rajab kemarin*, last *Rajab* – *Rajab* being the 5<sup>th</sup> month of the Islamic calendar) and *tahun wingi* (*tahun kemarin*, last year). Other temporal markers are *mau* or *dhek* (*tadi*, just now) and can be used such as follows: *mau/dhek esuk* (*tadi pagi*, this morning) and *mau bengi* (*tadi malam*, last night).

It is reiterated that the indicators for temporal references are hugely different between both Indonesian/Javanese and English whereby the Indonesian and Javanese verb systems are devoid of inflectional temporal markers (Boroditsky, Ham, & Ramscar, 2002; Deterding & Poedjosoedarmo, 2001; Prentice, 1987) and by extension, allomorphic forms. Javanese as well as Indonesian do not have the equivalent form of the English past-time inflectional marker *-ed*. Both languages employ adjuncts of time and adverbials to indicate past-time.

Limited studies have been found on the acquisition of English language inflections by Indonesian/Javanese EFL students. The available ones include Ihsan (1988), Napitupulu (2002), Widyastuti (2015), and Zhang and Widyastuti (2010). The researchers essentially found that their participants face difficulties in acquiring the inflection *-ed*. Ihsan (1988) reported in his study that Indonesian students who were

learning English followed grammar rules inconsistently and this was especially true for present and past tenses. Similarly, Napitupulu (2002) carried out a study on the problems of erroneous forms in the written essays of tertiary level students. After concord, sentence fragments and participle forms, tense errors were high with 69.64% of the errors on past-time forms. It can be deduced from the findings of both studies that Indonesian EFL learners have difficulties in acquiring temporal markers including *-ed*.

Zhang and Widyastuti (2010) carried out a research identifying the stage of morphological development for three participants who were a family from Indonesia, after having lived in Australia for a year. It should be highlighted that the environment in which their subjects learned English had changed from foreign language to naturalistic. In assessing the acquisition outcome of morphemes, the participant showed emerging usage of morphological items such as plural *-s* and progressive *be+V-ing*, but not past-time *-ed*. The authors attributed the problem in acquiring the form to first language (L1) transfer where no morphological inflection is used in Indonesian to mark past-time. It should be noted that the data elicited for this study by Zhang and Widyastuti was from participants' speech while no written evidence was solicited.

In a study on Indonesian EFL learners' developmental stages, all participants who were second year university students were observed to have not acquired the *-ed* form (Widyastuti, 2015). Most of the participants used default English verb forms while speaking even though the contexts of the conversations during data collection were designed to elicit past forms. Widyastuti proposed that one of the reasons for the finding was that their first language, Indonesian, caused interference in acquiring the target language. The participants who were English majors did not regularly use English among course mates but showed preference for their mother tongue. When they did speak English, they were not particularly concerned with morphological conventions, aiming only to be understood. In the case of Javanese Indonesian students learning English, the second language could cause interference too as to most of them Javanese is their L1 while Indonesian is L2. This is the setting in which the current study is carried out.

The current study is an investigation of not only Indonesian students' written use of the *-ed* form in past-time references, but also their oral production of the *-ed* allomorphs. In other words, this study seeks to find out about Javanese English majors' usage of *-ed* in written and verbal forms. Relevant to that purpose of investigation are studies on Malaysian students by Lotfie et al. (2015, 2016) as the first study investigated past-time forms in the written English of English majors while the second investigated *-ed* allomorphs in social science undergraduates' speech. Lotfie et al. (2015) found that of the two inflectional forms required in referring to the past (*-en* and *-d*), the students were more successful in producing the latter. In Lotfie et al. (2016), results indicated that the students' verbal usage of the target items lacked approximation to Standard English pronunciation or the forms were largely dropped altogether. The two studies are also relevant because the national language of participants in those studies and the current (Malay and Indonesian) historically share the same linguistic roots. Instruments from Lotfie et al. (2015, 2016) have been adapted for the current study.

## Methodology

In this study, two piloted instruments were used to provide data for textual analysis. The tests are as follows:

1. Verbal Output Test (VOT) - Participants spoke individually on the topic “My Childhood”. Each student’s verbalisation was recorded for 7 minutes.
2. Written Output Test (WOT) - Participants wrote an essay on “My Childhood” emphasising their life in childhood days and during school years as well as their achievements in life.

Data collection involved 30 English Literature and English Education undergraduates at a university in Central Java, Indonesia. English Literature refers to a programme where students undergo four years of studying English literature and linguistics while English Education refers to a programme that prepares students to teach the English language. After having obtained consent from the participants, data collection procedure started with WOT followed by VOT. Data from VOT were transcribed and two coders classified past-time *-ed* usage according to the three allomorphs [t], [d] and [ɪd] (Carstairs-McCarthy, 2002) and checked against Jones, Gimson, and Ramsaran (1989). Another category was added to account for verbs with obligatory use of *-ed* but were missing in the students’ speech. The WOT essays were coded by 2 coders and target items, where obligatory, were identified, classified and calculated. The summary of the design of the research is shown in Table 1.

Table 2

*Summary of research design*

	Research Question	Data collection	Data Analysis - Content analysis
1	How do Indonesian English majors pronounce the English language - <i>ed</i> allomorphs?	Verbal essay on “My Childhood”	Obligatory usage of <i>-ed</i> identified. Categorized according to allomorph variants and missing <i>-ed</i> allomorphs. Frequencies and percentages calculated.
2	How do Indonesian English majors use past-time regular verb marker <i>-ed</i> in their written output?	Written essay on “My Childhood”	Obligatory usage identified. Categorized according to whether the <i>-ed</i> marker was used or missing. Frequencies and percentages calculated.

## Findings and Discussion

### *Indonesian English majors' usage of English past-time -ed allomorphs in their speech*

The results of *-ed* allomorph usage are shown in Table 3.

Table 3

#### *Usage of -ed allomorphs in English majors' speech*

	Standard English -ed allomorphs	Verbs requiring -ed allomorphs	Tokens of verbs marked with -ed allomorphs				Tokens of unmarked verbs	Total
			/t/	/d/	/ɪd/	/əd/		
1	[t]	16	2	6			27	35
								18.23%
2	[d]	31		42			63	105
								54.69%
3	[ɪd]/[əd]	13			1	32	19	52
								27.08%
			2	48	1	32		
			2.41%	57.83%	1.20%	38.56%		
	Total	60		83			109	192
				43.23%			56.77%	100%

Table 3 summarises *-ed* allomorphs in Standard English, the number of verbs used by the participants in their speech, the tokens of inflected allomorphs according to their variants and the unmarked ones. A total of 60 regular verbs where *-ed* allomorphs were obligatory were used by the students. Repeated usage produced the total number of verb tokens of 192 (100%). Of that total of verbs requiring *-ed* allomorphs, the participants marked fewer than half of them (43.23% - 83) in their speech while 56.77% (109) were unmarked. Of the 3 allomorphic variants for *-ed*, 18.23% (35) required [t], 54.69% (105) [d] and 27.08% (52) [ɪd]/[əd]. The analysed data show that from the total of marked verbs, [d] is the most frequently used (57.83% - 48) and this followed by the combination of [ɪd] and [əd] (39.76% - 33), while [t] was only found twice in the participants' speech. The following tables will provide allomorph-specific explanations.

The *-ed* allomorph variants are described next starting with [t], the allomorph when it occurs, is preceded by voiceless sounds (Carstairs-McCarthy, 2002) as in the [k] in "ask" and [ʃ] as in "crash" (Table 4).

Table 4  
Usage of *-ed* allomorph [t] in English majors' speech

	Verbs in default form	Tokens of marked verbs as pronounced by students		Tokens of verbs with unmarked <i>-ed</i> allomorphs
		/t/	/d/	
1	ask		1	8
2	crash			1
3	finish			4
4	force		1	
5	influence		1	
6	laugh			1
7	learn	1		3
8	like	1		2
9	look			1
10	pass		1	
11	push			1
12	punish			2
13	shock		2	1
14	spoil			1
15	talk			1
16	work			1
		2 5.74%	6 17.13%	27 77.13%
	Total	35 100%		

Note: "Learn" and "spoil" can also be placed in [d] allomorph category but placing the unmarked items there does not change the finding.

Table 4 shows the 16 verbs used in the English majors' speech. Repeated usage resulted in 35 verb tokens altogether. The table also shows that in the case of the allomorph [t], only 2 were produced, as in /lɜːnt/ and /laɪkt/, while 6 participants produced the *-ed* verb inflections with [d] sound, as exemplified by /æskd/, /fɔːsd/, and /ɪnflʊənsd/. It can be concluded that where [t] is required in the past forms of the verbs, the participants essentially left the verbs unmarked (77.13% - 27).

Table 5 summarises the results for the *-ed* allomorph variant [d]. In Standard English, this variant is employed when the preceding sounds are either a vowel/diphthong or a voiced consonant, as in [u:] in "continue" and [l] in "call".



Table 5  
Usage of *-ed* allomorph [d] in English majors' speech

	Verbs in default form	Tokens of verbs marked with /d/	Tokens of unmarked verbs
1	argue		3
2	answer		1
3	call	1	1
4	change	2	
5	continue	4	6
6	cry	2	
7	die	2	
8	embarrass		1
9	enrol		2
10	enter	2	
11	follow	4	2
12	happen	1	7
13	help		3
14	join		2
15	live	1	9
16	love		3
17	move	1	2
18	name	1	
19	occur	1	
20	play	8	2
21	reach		1
22	realize		1
23	remember	1	2
24	share	1	
25	show		1
26	stay		2
27	study	5	8
28	surprise		1
29	train	1	
30	try	3	
31	use	1	3
		42	63
		40%	60%
	Total		105
			100%

Table 5 shows the results for the allomorph [d] in the participants' speech. Similar to the results for [t], the allomorph [d] is required in 105 verbs but only 40% (42) of that total were marked with the allomorph while the rest, 60% (63), were unmarked. Of the 31 verbs produced by the participants, the [d] required in /kəntɪnju:d/, /hæpənd/ and /lɪvd/ seem have been unmarked the most by the EFL speakers.

Table 6 summarises the results for *-ed* allomorph [ɪd]/[əd]. Their usage is required when the *-ed* inflections are preceded by [t] or [d] sounds as in “decide” and “expect”.

Table 6

*Usage of -ed allomorph [ɪd] or [əd] in English majors' speech*

	Verb in default form	Tokens of verbs as pronounced by students		Tokens of unmarked verbs
		/ɪd/	/əd/	
1	command			1
2	decide		5	
3	divide		1	
4	expect		1	
5	graduate		17	2
6	interest		1	
7	invite			2
8	motivate		1	
9	need			1
10	pretend		1	
11	reject		1	
12	start		1	3
13	want	1	3	10
		1	32	19
		1.92%	61.54%	36.54%
	Total		52	
			100%	

Table 6 shows 52 verb tokens that require the allomorph [ɪd]/[əd]. Only 1 was pronounced with the Standard English [ɪd] in /wantɪd/ while the rest were produced favouring the schwa /əd/ (61.54% - 32). It should be noted that unlike the results in other allomorphic categories [t] and [d], fewer *-ed* inflections (36.54% - 19) were unmarked in this category of verbs. “Want” is an example of a verb that is often unmarked by the participants, while “graduate” is almost always marked. It can be summarised that:

1. Of the 3 allomorphic possibilities for *-ed*, [d] is the most frequently used and this is followed by [ɪd]/[əd] while [t] was minimally found in the speech of the English majors.
2. More than half of the required *-ed* allomorphs were produced in default form or unmarked by the participants. The highest is [d] and a similar observation can be said of [t] suggesting that at this point of the English majors' usage of English, dropping the required Standard English allomorph is consistently occurring.
3. In the case of *-ed* preceded by voiceless sounds, the allomorphic variant [əd] are used for items that are largely pronounced [ɪd] in Standard English. In other words, the [əd] allomorph is overwhelmingly favoured over [ɪd] by the participants. In general, the [ɪd]/[əd] options were different from [t] and [d] whereby a lower percentage were unmarked.
4. In terms of saliency and that syllabic forms should be easier for learners' to acquire (Solt et al., 2004; Kerswill & Williams, 2002; Klein et al., 2003), there is evidence that this is supported by the results above where syllabic verbs requiring [əd] allomorph were inflected relatively more than the rest.

*Indonesian English majors' written use of past-time marker-ed*

The summary of results for the written usage of *-ed* is presented in Table 7. Detailed results listing all verbs appear in Appendix - Table 8. Although focussing on the written use of *-ed* past-time inflection, Table 7 summarises the verbs used by the participants according to allomorphic variants for the purpose of comparing written and verbal output where appropriate.

Table 7

*Written usage of -ed by Indonesian English majors*

	Standard English <i>-ed</i> allomorphs	Tokens of <i>-ed</i> inflected verbs	Tokens of un- marked verbs	Total
1	[t]	31	10	41
2	[d]	101	11	112
3	[ɪd]/[əd]	77	14	91
	Total	209 85.66%	35 14.34%	244 100%

Table 7 summarises the participants use of verbs requiring *-ed* inflection to mark past-time. The participants used 85 verbs (see Appendix) but repeated usage of some verbs in their output resulted in 244 tokens of verbs used in total. Of that total 85.66% (209) were marked with the required inflection while 14.34% (35) were unmarked. Akin to the result for the participants' speech, among verbs with the highest number of usage are "graduated" and "continued" and the two are consistently inflected in their written form while verbs including "want", "start" and "live" are at times unmarked. The result of the written output differs greatly than that extracted from the participants' speech. The verbs were largely marked than unmarked in the students written essays.

The findings of this study, like studies before it (Ihsan, 1988), Napitupulu, 2002, Widyastuti, 2015, Zhang & Widyastuti, 2010) confirm the problems that Indonesian EFL learners' difficulties in acquiring the past-time inflection *-ed*. Specifically, however, it can be deduced that the participants in this study were largely successful in producing the required inflection in written usage. Unlike their usage of *-ed* allomorphs in their speech, there seems to be no evidence to suggest that the participants consistently produce the forms according to any particular allomorphic categories nor can it be said that their use of past-time *-ed* inflections reflects the notion of saliency. If the latter was the case, the non-syllabic forms would have emerged to have more missing target inflection.

## Conclusion

Utilising both verbal and written data, this study presents Javanese English majors' usage of past-time *-ed* and their approximation to Standard English in *-ed* allomorphs usage. The findings suggest the students' acquisition of the form has stabilised more in their written output but conspicuously less so in their speech. In their speech, the English majors showed the preference or ease of use for certain allomorph variants - [d] for *-ed* preceded by a vowel or a voiced consonant, and [ed] and not [ɪd] for those preceded by [t] or [d] sounds. The English majors of this study remarkably showed consistency in using the *-ed* temporal marker in their written output, providing evidence that their L1 (Javanese) and L2 (Indonesian) may not have caused interference despite the differences in marking past-time in those two languages and in English.

Nevertheless, the results for the verbal usage support to a certain extent the notion that one's mother tongue influences the acquisition of a target language. The inflectionless nature of Indonesian and Javanese languages may have influenced the participants acquisition of the *-ed* allomorphs. Cross-linguistic influence is evident in the speech of the English major participants in this study whereby more default form of verbs were used when *-ed* was obligatory. The lack of approximation to Standard English pronunciation of the three *-ed* allomorphs also indicate the presence of language transfer. There is also evidence that the Perceptual Salience Hypothesis is supported by the findings for the verbal data of this study. Due to the findings for the speech of the participants, it could have been predicted that the same would apply to the written output. However, language transfer is less detected in the written form where the use of default form is considerably minimal.

As previously mentioned, the results for the written work and the speech of the participants indicate that the English majors applied the required inflection in the written work more successfully than their verbal output. Investigating the reasons for this interestingly contrastive phenomenon is beyond the scope of this study but it could be predicted preliminarily that this was caused by non-linearity of writing compared to speaking. The spontaneity of the latter did not allow the students the time to apply the morphological rule that they know as is apparent in their written work. It is also possible that the difference in the findings for the written and spoken output could be caused by the participants being in an EFL and therefore presumably largely passive non-robust environment for English language learning. They had more practice in writing than in speaking and consequently received more feedback on written form than spoken form.

This study, though limited by the relatively small data size, has provided preliminary evidence on the use of the past-time marker *-ed* by Indonesia EFL students. Their ability in their written work that is not matched by their speech suggests that they could benefit from formal instruction that will expose them and allow them to practise the form orally. The participants involved in this study were English majors so such instruction that encourage approximation to Standard English, for not only the specific case of *-ed* and its allomorphs but also other linguistic items, can allow them to be effective in their academic courses and programmes and also help in the future where the job market is tremendously competitive. These intriguing contradictory findings between the written and spoken usage of the Indonesian EFL learners need to be further investigated and ideally with a larger data.

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## Appendix

Table 8 shows evidence that the participants produced 85 verbs requiring *-ed* inflection to mark past-time. Though focussing on the written use of *-ed* inflection, the table lists the verbs according to allomorphic variants for the purpose of comparing participants written and verbal output. It should be noted that ‘learn’ appears twice, once under the [t] category of and another under [əd] to reflect how the verb was produced by the participants.

Table 8

*Written usage of -ed by Indonesian English majors in written output*

	Verbs in default form	Standard English - <i>ed</i> allomorphs	Tokens of - <i>ed</i> inflected verbs	Tokens of unmarked verbs	Total
1	ask	[t]	4	1	
2	base		1		
3	dip		1		
4	dress		1		
5	finish		1	1	
6	force			1	
7	help		1	2	
8	join		4	2	
9	laugh		1		
10	learn		1		
11	like		3	1	
12	look		1	1	
13	pass		5		
14	pick		1		
15	sentence		1		
16	shock			1	
17	talk		1		
18	walk		2		
19	watch		1		
20	work		1		
			31	10	41
21	absorb	[d]		1	
22	abuse		1		
23	allow		2		
24	belong		1		
25	call		5		
26	change		1		
27	command		2		
28	continue		10		
29	cry		3		
30	deliver		4		
31	embarrass		1		
32	enrol		2		
33	enter		5		
34	experience		1		

35	fill		1		
36	follow		1		
37	happen		8		
38	learn		3	1	
39	live		9	3	
40	love		5		
41	move		6		
42	name		2		
43	order			1	
44	organize		1		
45	perform		1		
46	play		8		
47	realize		5		
48	refuse		1		
49	register		3		
50	remove		1		
51	show		1	1	
52	spoil		2		
53	stay			1	
54	strengthen		1		
55	struggle			1	
56	surprise		1		
57	try		1		
58	turn			1	
59	use		1		
60	welcome		1	1	
			101	11	112
61	accept		1	1	
62	accompany		3		
63	bully		3		
64	avoid		1		
65	award		1		
66	bike			1	
67	complete		1		
68	contribute		1		
69	decide		5	1	
70	end		1		
71	expect		1		
72	flood			1	
73	graduate		29		
74	hate		2	1	
75	locate		1		
76	motivate		1		
77	protest			1	
78	provide		1		
79	scold			1	
80	separate		1		
81	start		6	3	
		[ɪd]/[əd]			



82	study		7		
83	taste		1		
84	want		8	3	
85	waste			1	
86	treat		2		
			<b>77</b>	<b>14</b>	<b>91</b>
	Total		209 (85.66%)	35 (14.34%)	<b>244 (100%)</b>