Difficulties in Pronouncing English Morphemes among Saudi EFL Students at Albaha University. A Case Study in Almandag

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Abstract
This study attempts to investigate difficulties in pronouncing English morphemes among Saudi EFL students at Albaha University, in Saudi Arabia. The researcher tries to answer different questions in this study. Do students pronounce English morphemes correctly? Do they pronounce correct morpheme adds to verb present? Do students pronounce the right morpheme adds to verb past? The significance of this study the researcher tries to let students correct their mistakes on the pronunciation of English morphemes. Also, to let students practise more pronunciation about English morphemes nouns and verbs. The main aim of this study is to fill the gap of pronunciation problems in pronouncing English morphemes. The participants were twenty-five students reach level five. The researcher used Descriptive Statistical Method and the data were collected by one mean of data collection oral recorded tests. The data were analysed by (SPSS) program. The study arrived at the following results: Saudi students faced problems in showing the correct pronunciation of English morphemes for both nouns and verbs. Students face difficulties to distinguish between which morpheme is correct.They ignored the rules of using English morphemes in general and there is a lack of practising them.The recommendations of this study are (1) Students need to revise the rules of English morphemes of nouns and verbs. (2) They need more concentration about using morphemes of both nouns and verbs. (3) Students need more practice about the pronunciation of English morphemes of plural nouns and verbs (present and past tense) in conversations and classrooms.
Keywords: English Foreign Learners, English morphemes, first language, pronunciation, second language
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Introduction

Correctp ronunciation nowadays is very crucial to English foreign learners.pronunciation studies become very high demand for ELF learners. Students as EFL face many pronunciation problems. These problems are mispronunciation of morphemes when they add to plural nouns or verbs present and past tenses. English morphemes pronounce differently depending on their context. When we add morphemes to plural nouns we have three different ways of pronunciation according to what nouns they attach to. For example, there are three morphemes add to nouns for example [s], [z], or [iz] as in cats [s], bags [z] and buses [iz]. Present tense also has three forms of morpheme in case of third person singular. They take the same form of noun morpheme and follow the same rules; for example, [s] as in stops [z] as in plans and [iz] as in passes. English Past tense morpheme has three different ways of pronunciation according to the last sound of the verb. For example, [d] as in verb arrived, [t] as in looked and [id] as in added. This study aims to answer these questions: Do students pronounce English morphemes correctly? Do they pronounce correct morpheme adds to verb present? Do students pronounce the right morpheme adds to verb past? . Also, the following hypotheses have been formed:1- Students pronounce English morphemes of plural regular nouns and verbs correctly.2-They differentiate between which morphemes add to present simple tense. 3-Students know which correct morphemes add to past simple tense.

Significance of the Study

The researcher tries to investigate the problems of using the correct pronunciation of English morphemes.These problems face some Saudi university students in Almandag, Faculty of Sciences and Arts, at Albaha University. The researcher wishes that students correct their mistakes and concentrate on the pronunciation of English morphemes correctly.Also, to let students practise more pronunciation about English morphemes (nouns,verbs present and past).This study also needs to fill the gap of other studies, which concentrated on pronunciation in general, consonants, vowels, stress and intonation.

Literature Review

English language speakers can face difficulties in pronunciation; unless the speakers pronounce the words of their communication accurely. Pronunciation is less area of investigation for EFL in many countries and Saudi Arabia is one of them.

Hewing (2004) stated that "pronunciation is treated as a low priority area of study" (p.11). To solve pronunciation problems for EFL learners they need to master speaking and listening skills. Burger and Spencer (2000) claimed: "understand pronunciation in the process of language learning as linked to two skills: speaking and listening" (p.91).

Once this study investigates into the correct pronunciation of English morphemes it is very important to show the definition of pronunciation. Roach (2009) defined pronunciation as "pronunciation is an act of producing the sounds of language" (p.64). According to, Nunan (2003) defined:

> Pronunciation is the way certain sounds are pronounced that speakers of a language make while speaking and perceived by the hearer to be able to understand each other with relative ease. (p. 113).

Other researcher like Hornby (2005) states:

> Pronunciation is the way in which the language or a particular person pronounces the word of a language, especially in speaking skill. Slight different in pronunciation may have different meaning. (p.1164).

English language as an international language has many different branches. The most important branches relate to this study are phonetics and phonology. The study of pronunciation consists of two fields, called phonetics and phonology.

Many scholars defined these two branches Phonetics and phonology. According to, Alkhuli (2002) defines:

> Phonetics is the study of the production and perception of speech sounds. It is concerned with the sounds of language, how these sounds articulate and how the hearer perceives them. Phonetics relates to the science of acoustics that uses much the same techniques in the sound analysis that acoustics do. (P.17)

Roach (1992) defines phonetics as: "The scientific study of speech sounds… the central concern in phonetics is the discovery of how speech sounds are produced, written symbols, and how we hear and recognize different sounds" (p.81). Kelly (2000) declared that:

> The study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of sounds. A phonetician usually works in one or more of the following areas: physiological phonetics, articulatory phonetics, acoustic phonetics, auditory phonetics and perceptual phonetics. (P.9)

Yule (2006) maintained that "phonetics is the general study of the characteristics of speech sounds" (p. 30). Yule (2006) said that:

> Phonology is essentially the description of the system of patterns of speech sounds in a language. It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language. (p.43).

Also, Yet, Sloat, Taylor & and Hoard (1978) introduced phonology as "the science of speech sounds and sound patterns" (p.1).

Once this study talks about English phonology it is very important to define morpheme, because they deal with sounds. A morpheme is the smallest meaningful unit. Morphemes can give different meaning, grammatical as a part of the word is plural or singular the tense of the verb; as a part of speech. Bloomfield, (1933) defined: a morpheme as "a linguistic form which bears no partial phonetic- semantic resemblance to any other form" (p.161).

Morphemes are divided into two main parts free and bound. The free morpheme can stand alone; pen cat, dog, tree and house. Bishop (2009) defined: "free morphemes are those that can stand alone as words". (P.161). The bound morpheme cannot stand alone

as a words. According to Bauer (1988),"Inflectional morphemes are those which do not create new meaning. These morphemes never change the syntactic category of the words or morphemes to which they are attached" (p.12). A morpheme is the smallest meaningful unit of a word that has grammatical meaning or function. For example, like, liked, likes, liking.

Besides, allomorph is any different morphemes that take the same purpose or function but written or spoken differently. English plural nouns have three different ways of morphemes' pronunciation either to pronounce it [s], [z] or [iz] and these are called allomorphs. According to the end sound of the noun, the morpheme pronounces [s] after voiceless nonsibilant segments (p, t, k, f, s, sh, ch, ʃ and θ). The voiceless sound in English is when there is no vibration in your throat and the sound comes from the mouth area easily without vibration.

Also, English morpheme pronounces [z] when it attaches to voiced nonsibilant segments [b, d, g, v, ð, m, z, ʒ, n, ŋ, l, r, h, y, dʒ, and all vowel sounds]. The voice sound in English means when you pronounce a sound there is vibration or humming sound in your throat. Morpheme pronounces [iz] at the end of sibilant segments sound for example [s, c, x, z, ss, ʒ, ge, ʃ, dʒ and tʃ] sibilant sound is produced by forcing air out toward your teeth and characterized by hissing sounds (sssss or zzzzzzz). See table (1) below are some examples for each case.

Table 1. *English nouns the three main ways of pronunciation.*

English nouns the three main ways of pronunciation.		
[S]	[z]	[iz]
Fruits	Cards	Bus
Books	Crabs	Churches
Hats	Bags	Prizes
Cups	Wives	Masses
Cliffs	Clothes	Boxes
Cats	Fans	Brushes

 The pronunciation of present simple tense has three different ways of pronunciation to present tense; [s], [z] and [iz]. We usually pronounce [s] after voiceless sounds (f, k, p, t, th, sh, ch and ʃ). We usually pronounce [z] after voice sounds (b, d, g, l, v, z, l, ʒ, dʒ, m, n, dʒ r, and vowel sounds. The pronunciation of [iz] in case the verbs end in (sh, ch, o, x, s, or ss) below are some examples clarify these rules. In the case of irregular verbs (have, go, and do) they pronounce [z], for example (has, goes and does). Table two below shows some examples about the main ways of morphemes' pronunciation attach to present simple.

Table 2. *Present tense the main ways of pronunciation.*

Present tense the main ways of pronunciation.		
[S]	[z]	[iz]
reefs	learn	fishes
eats	feels	fixes
speaks	reads	passes
stops	calls	watches

The pronunciation of English past tense morpheme has three different ways of pronunciation according to the last sound of the verb. We pronounce the last verb morpheme[d], [t] and [əd] depending on the last sound of the verb. The final (ed) pronounces[d] in case the verb ends in all voiced sound we pronounce it [d] unless (d) to make past simple. English consonant voice sounds are (b, v, g, z, j, th, l, m, n, and r) and all vowel sounds are voiced. We pronounce the final (ed) [t] to get the past simple tense in case the verb ends in any voiceless sound except (t). English voiceless consonant sounds are (p, f, k, s, sh, ch, th). We pronounce [əd] in case the verb ends in (d) or (t) we pronounce it [əd] to get past tense. In table three below, there are some examples clarify these rules.

Table 3. *Past tense the three main ways of pronunciation.*

Past tense the three main ways of pronunciation.		
[d]	[t]	[əd]
called	typed	heated
lived	fished	succeeded
studied	checked	attempted
claimed	walked	lasted
cleared	snatched	hunted
listened	laugh	avoided

Previous Studies about English Pronunciation.
          Many researchers and studies have been done in the field of pronunciation to EFL in different countries.Here are some international and local studies about pronunciation problems to Second Language Learners or FEL.

          In their study Hago (2015) used the recorded test, teachers' questionnaire and document collections. The researchers arrived at the following conclusion: the first five consonant sounds out of twenty- nine sounds, which show a considerable percentage of mispronunciation in order of difficulty were; /p/ at all positions, /ʒ/ in word-final position, /r/ in word final position, /tʃ/ in word medial position, /ŋ/ in word medial position. However, the last five consonant sounds that show a less percentage of mispronunciation, in this study were /d/ in the final position, the light /l/ sound in medial position, /k/ in the final position, and /k/ in medial position. Nevertheless, the least mispronounced sound by the participants of this study was the sound /d/, especially when it occurs in word medial position.

In his part Zhang (2009) used an experimental method (Microphone and Recorder).To learn English well, the second language learners should pay attention to the importance of pronunciation learning. The factors mentioned above influencing Chinese students pronounce English, which is the first language interference by interference of mother tongue in learning English pronunciation, learners' age, attitude, psychological factor and prior pronunciation instruction and the learners' insufficient knowledge of phonology and phonetics to a large extent affecting the acquisition of the English pronunciation. On the other hand, the presentations of distinctions between Chinese and English phonological systems may raise our awareness of the differences of the two sound systems to avoid errors in pronunciation. Imitation, listening and speaking, reading aloud are good suggestions for pronunciation improvement of English learners.

In her research, Hassan (2007) used classroom observation and questionnaire and arrived at the following: Sudanese Students of English whose language background is Sudanese Spoken Arabic had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/.

Ahmed (2011) employed an experimental Method (Microphone and Recorder). The researcher concluded that certain English consonant sounds are difficult to pronounce for Saudi learners. Most of the participants faced problems while pronouncing the consonant sounds, /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/. 2-They pronounce /p/ as /b/ when it appears in the initial and final positions of a word. They pronounce /p/ as /b / when it appears in the medial or final positions. 3-According to his data /v/ is replaced by /f/ when it appears in the medial and final positions. 4-Most of the participants pronounce /tʃ/ as /ʃ/ when it appears in all three positions. 5-The /ʒ/ sound is sometimes replaced by /ʃ/, /s/ or /z/, when it is in medial position, and when it is in final position it is pronounced as /g/.

Ali (2010) used Experimental Method recordings and arrived at the following conclusion: 1- Sudanese students' curriculums were empty of pronunciation exercises. 2- Most of EFL in Sudan face problems in pronouncing English words correctly especially English Vowel Sounds.3- There are problems in pronouncing English Affricate Sounds /tʃ/ and /dʒ/. 4- There are problems of pronouncing Fricative Sounds, /f/ /v/. 5-Students face problems in pronouncing Bilabial Sounds /b/ and /p/. 6 There are difficulties face Sudanese students when pronouncing English Dental Fricative Sounds, / θ/and / ð/. / ʃ / and /ʒ etc.

To sum up, the researcher finds out that most of the studies arrive at the following: -There is a problem in different English consonant sounds e.g.Bilabial /b/ and /p/.Dental fricative,Affricate, Libidinal Fricative, /f/ and /v/ and palato Alveolar / ʃ / and /ʒ. Most of the participants pronounce /tʃ/ as /ʃ/ when it appears in all three positions. The /ʒ/ sound is sometimes replaced by /ʃ/, /s/ or /z/, when it is in medial position, and when it is in final position it is pronounced as /g/. There is a problem in English and Arabic vowel sounds, that relates to the differences between English and Arabic. This study fills the gaps of some of these studies by tackling the pronunciation problems of English morphemes. By concentrating on plural nouns, present and past verbs.

Methodology

In this study, the researcher used Statistic Analytic Method and the data were collected by oral recorded test. The data were analysed by (SPSS) Statistical Package of Social Sciences Program.

Population

The population of this study consisted of twenty-five Saudi university students who study the English language as their major subject. They studied at English department level five in Almandag, at Albaha University in Saudi Arabia. Their ages average between twenty to twenty-two years old. All of the students speak the Arabic language as (L1) and English language as L (2).

Inestrumentation

The researcher used one tool to collect students' data. The tool was oral recorded test. In the oral recorded test; students asked to pronounce different English nouns and verbs present and past correctly. See appendix (1) sample of the oral recorded test. The tool recorded test wrote on a sheet students asked to pronounce the correct morpheme. The researcher will correct the results according to the English morphemes' rules.

Procedures

The students asked to pronounce different plural regular nouns, verbs present and past forms in a sheet. Also, the researcher corrected students' results and analysed the results by (SPSS) Social Package of Statistical Sciences Program.
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Limitation

This study limits for some students at English department, Faculty of Sciences and Arts in Almandag, at Albaha University. It takes place in the second semester in the academic year 2019-2020.

Data Analysis

The data of this study collected from twenty-five Saudi students in the second semester in 2019- 2020. The researcher collected the data from Saudi university students at the English department, Faculty of Sciences and Arts in Almandag. The researcher used Descriptive Statistical Method which is a method that analyses, describes and organizes collective data in different graphs, tables, and charts. In this study, the researcher used one tool oral recorded test to collect the data. The data analysed by (SPSS) program. The researcher corrected the students' tests out of 90. Each correct answer got 6.666 marks. The following were the data collection results.

Plural Nouns' Results

The researcher applied twenty-five students to show the correct pronunciation of five plural nouns end in (s sounds).These nouns are books, cups, cliffs, graphs and students. Their results as follow; the plural nouns books 11% correct and 14% are incorrect which means 44% of the students pronounced the noun correct and 56% incorrect. The plural noun cups 5% correct and 20% were incorrect, which means 20% of the students pronounced the noun correctly and 80% incorrect.The plural noun Cliffs 9% correct and 16% were incorrect, which indicate that 36% of

the students' results were correct and 64% were incorrect. The results of the plural noun graphs were 6% correct answers and 19% were incorrect; these results can analysis as 24% correct results and 76% incorrect. Lastly, the results of the plural noun students 10% of the students got correct answers and 15%were incorrect, which means the total correct answers were 40% and 60% were incorrect (See table one).

Table 1. *Plural nouns students' results (s sound).*

Test	books		cups		Cliffs		graphs		students		(S) sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	11	44	5	20	9	36	6	24	10	40	36.8
Wrong	14	56	20	80	16	64	19	76	15	60	63.2
Total	25	100	25	100	25	100	25	100	25	100	100%

The plural nouns fans about 11% got correct answers which means 44% and 14% answers were incorrect that means 56%. Also, buses 13% correct answers which means 52% and 12% were incorrect that means 48% of the total. The plural noun wolves 10% of the answers were correct which means 40% of the total and 15% were incorrect answers that mean 60% too. The noun bags the students' results were 8% incorrect answers which equal 32% of the total and 17% which equal 78% were incorrect answers. The plural noun boys 11% which means 44% of the total answers were incorrect and 14% which mean 56 % of the students' answers were incorrect. (See table two).

Table 2. *Plural nouns students' results (z sound).*

Test	Fans		buses		wolves		Bags		Boys		(z) sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	11	44	13	52	10	40	8	32	11	44	42.5
Wrong	14	56	12	48	15	60	17	78	14	56	57.5
Total	25	100	25	100	25	100	25	100	25	100	100%

The students' answers of plural nouns of (iz sounds) as follow; quizzes 10% which means 40% were correct answers and 15% which means 60% were incorrect answers. Also, the noun churches scored 10% which equal 40 % correct answers and 15% equal 60% were incorrect answers. The plural nouns nurse 11% of the students' answers were correct which means 44% the answers and 14% were incorrect answers which mean 56% of all students. The plural nouns watches result 9% which means 36% were correct answers and 16% which means 64% were incorrect students' answers. Lastly, the noun boxes result in 11% which mean 44% of the students' results were correct and 14% which indicate 56% were students' results were incorrect. (See table three).

Table 3. *Plural nouns students' results (iz sound).*

Test	Quizzes		churches		Nurses		watcges		boxes		(iz)sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	10	40	10	40	11	44	9	36	11	44	40.8
Wrong	15	60	15	60	14	56	16	64	14	56	59.2
Total	25	100	25	100	25	100	25	100	25	100	100%

The pural nouns' overall results were the overall nouns' results (s sound) the correct answers were 36.8% and 63.2% were incorrect. The (z sound) 42.5% were correct answers and 57.5 were incorrect. The (iz sound) 40.8% of the students got correct answers and 59.2 were incorrect answers (see figure one below).
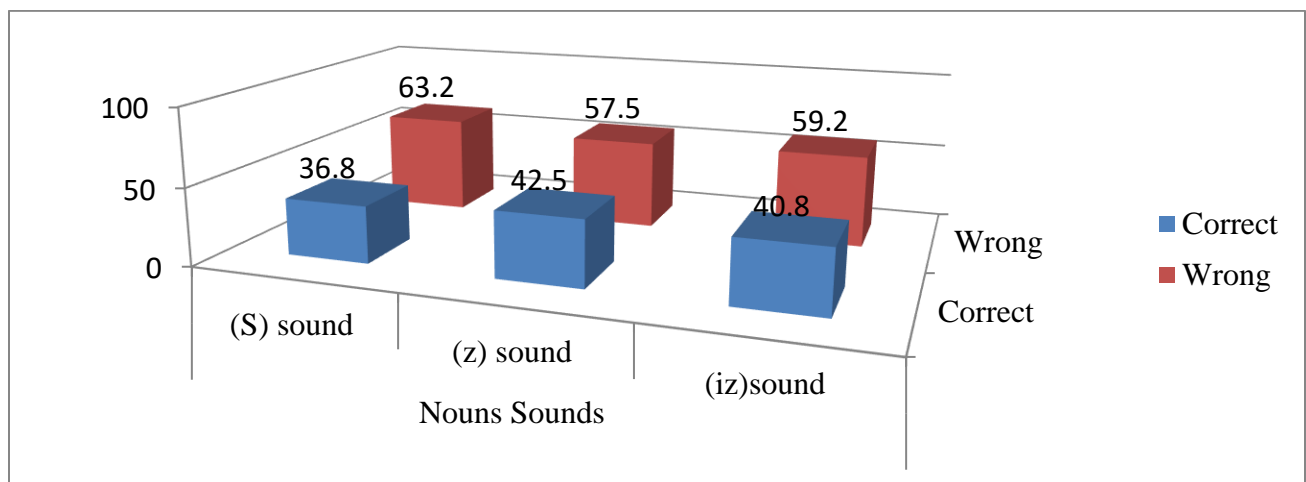

Figure.1 Students' overall plural noun's sounds results.

Verbs' Present Results

There were five present verbs end in S sound, mainly eats, stops, likes, reefs and harms.Their results as follow; the verb eats 16 % correct and 9% are incorrect which means 64% of the students pronounced the noun correct and 36% incorrect. The present verb stops 6% correct and 19% were incorrect,which means 24% of the students pronounced the noun correctly and 76% incorrect.The present verb likes 8% correct and 17% were incorrect answers, which indicate that 32% of the students' results were correct and 68% were incorrect. The results of verb reefs were 8% correct answers and 17% were incorrect; these results can analysis as 32% correct results and 68% incorrect. Lastly, the results of the verb harms 11% of the students got correct answers and 14%were incorrect, which means the total correct answers were 39.2% and 60.8% were incorrect. (See table four).

Table 4. *Verbs present students' results (s sounds).*

Test	eats		Stops		likes		reefs		harms		(s)sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	16	64	6	24	8	32	8	32	11	44	39.2
Wrong	9	36	19	76	17	68	17	68	14	56	60.8
Total	25	100	25	100	25	100	25	100	25	100	100%

   There were five verbs end in (z sound) knows, owns, calls, plans and harms. Their results as follow; the verb knows 11 % correct and 24% are incorrect which means 44% of the students pronounced the noun correct and 56% incorrect. The present verb owns 17 % correct and 8% were incorrect, which means 68% of the students pronounced the noun correctly and 32% incorrect. The present verb calls 6% correct and 19% were incorrect, which indicate that 24% of the students' results were correct and 76% were incorrect. The results of verb plans were 11% correct answers and 14% were incorrect; these results can analysis as 44% correct results and 56% incorrect. Lastly, the results of the verb harms 9% of the students got correct answers and 16%were incorrect,which means the total correct answers were 43.2% and 56.7.8% were incorrect (see table five).

Table 5. *Verbs presents' results (z sound).*

Test	knows		Owns		calls		plans		harms		(z)sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	11	44	17	68	6	24	11	44	9	36	43.2
Wrong	14	56	8	32	19	76	14	56	16	64	56.7
Total	25	100	25	100	25	100	25	100	25	100	100%

In the last part of the present, there are five verbs end in (iz sound) fixes, passes, brushes, watches and finishes.Their results as present verbs end in (iz sound) as follow; the verb fixes 11 % correct and 14% are incorrect which means 44% of the students pronounced the noun correct and 56% incorrect. The present verb passes 12 % correct and 13% were incorrect, which means 48% of the students pronounced the noun correctly and 52% incorrect.The present verb brushes 7% correct and 18% were incorrect, which indicate that 28% of the students' results were correct and 72% were incorrect.The results of verb watches were 11% correct answers and 14% were incorrect; these results can analysis as 44% correct results and 56% incorrect. Lastly, the results of the verb finishes 8% of the students got correct answers and 17%were incorrect, which means the total correct answers were 39.2% and 60.8% were incorrect (See table six).

Table 6. *Verbs present students' (iz sound) results.*

Test	Fixes		Passes		brushes		Watches		finshes		(iz) sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	11	44	12	48	7	28	11	44	8	32	39.2
Wrong	14	56	13	52	18	72	14	56	17	68	60.8
Total	25	100	25	100	25	100	25	100	25	100	100%

The overall present verbs' results (s sound) the correct answers were 39.2% and 60.8% were incorrect. The (z sound) 43.2% were correct answers and 56.7 were incorrect. The (iz sound) 39.2% of the students got correct answers and 60.8 were incorrect answers.
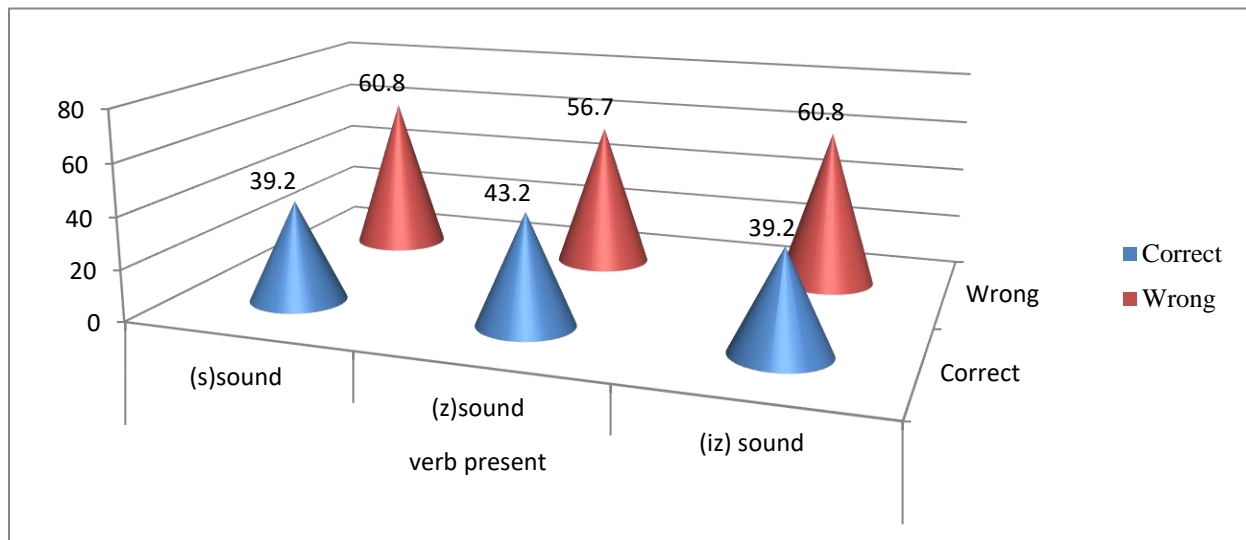

Figure 2. Overall students' present tense results (s, z, and iz) sounds.

Verbs' Past Results

These are five verbs in the past ends in (d sound) form loved, called, studied, advised and lived. Their results as follow; the verb loved 7% correct and 18% were incorrect which means 28% of the students pronounced the noun correct and 72% incorrect. The past verb called 8% correct and 17% were incorrect, which means 32% of the students pronounced the noun correctly and 68% incorrect. The past verb studied 11% correct and 14% were incorrect, which indicate that 44% of the students' results were correct and 56% were incorrect. The results of the verb advised were 12% correct answers and 13% were incorrect; these results can analysis as 48% correct results and 52% incorrect. Lastly, the results of the verb lived 13% of the students got correct answers and 12% were incorrect, which means the total correct answers were 40.8% and 59.2% were incorrect (See table seven).

Table 7. *Verbs past students' (d sound) results.*

Test	loved		called		studied		advised		lived		(d) sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	7	28	8	32	11	44	12	48	13	52	40.8
Wrong	18	72	17	68	14	56	13	52	12	48	59.2
Total	25	100	25	100	25	100	25	100	25	100	100%

These are five verbs in the past form end in (t sound) typed, checked, finished, danced and crashed. Their results as mentioned below; the verb typed 12% correct and 13% were incorrect which means 48% of the students pronounced the noun correct and 52% incorrect. The past verb checked 6% correct and 19% were incorrect, which means 24% of the students pronounced the noun correctly and 76% incorrect. The past verb finished 10% correct and 15% were incorrect, which indicate that 40% of the students' results were correct and 60% were incorrect. The results of the verb danced were 8% correct answers and 17% were incorrect; these results can analysis as 32% correct results and 68% incorrect**.** Lastly, the results of the verb crashed 17% of the students got correct answers and 8% were incorrect, which means the total correct answers were 68% and 32% were incorrect. (See table 8).

Table.8 *Verbs past tense students' (t sound) results.*

Test	typed		checked		fished		danced		crached		(t)sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	12	48	6	24	10	40	8	32	17	68	42.4
Wrong	13	52	19	76	15	60	17	68	8	32	57.6
Total	25	100	25	100	25	100	25	100	25	100	100%

These are the last five verbs in the past form end in (id sound) which are attempted, succeeded, sounded, cheated and heated. Their results of these past (id sound) verbs as follow; the verb attempted 9 % correct and 16% were incorrect which means 36 % of the students pronounced the noun correct and 64 % incorrect. The past verb succeeded 12% correct and 13% were incorrect, which means 48% of the students pronounced the noun correctly and 52% incorrect. The past verb sounded 14% correct and 11% were incorrect, which indicate that 56% of the students' results were correct and 44% were incorrect. The results of the verb cheated were 16% correct answers and 9% were incorrect; these results can analysis as 64% correct results and 36% incorrect. Lastly, the results of the verb heated 6% of the students got correct answers and 19% were incorrect, which means the total correct answers were 24 % and 76% were incorrect (See table nine).

Table.9 *Verbs past students' (id sound) results.*

Test	Attempted		succeeded		sounded		cheated		heated		(id) sound
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Total %
Correct	9	36	12	48	14	56	16	64	6	24	45.6

Wrong	16	64	13	52	11	44	9	36	19	76	54.4
Total	25	100	25	100	25	100	25	100	25	100	100%

The overall past verbs' results (d sound) the correct answers were 40.8% and 59.2% were incorrect. The (t sound) 42.4% were correct answers and 57.6 were incorrect. The (id sound) 45.6% of the students got the correct answer and 54.4 were incorrect answers (See figure three).
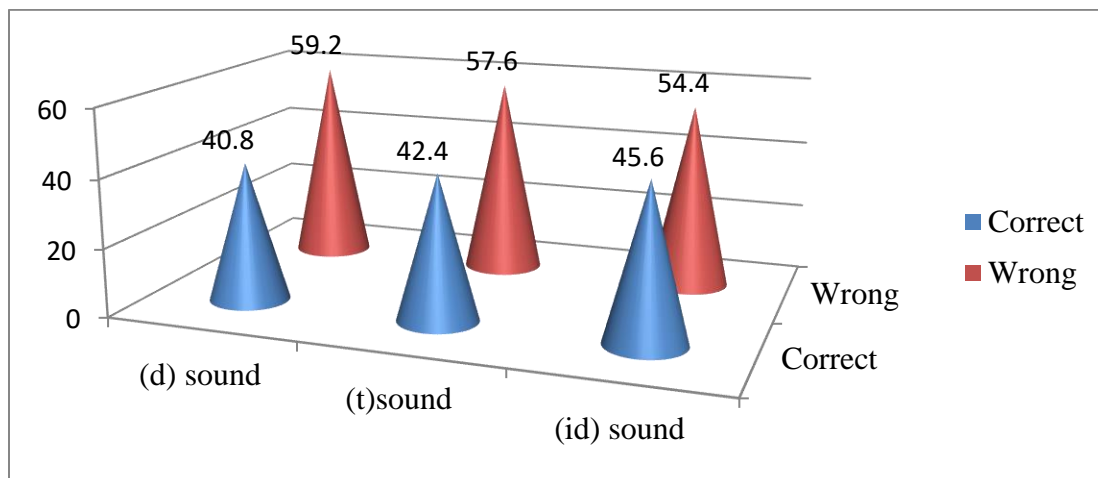

Figure 3. Past verb overall results for (d, t and id sounds).

Results and Discussion

The researcher arrived at the following results, in all students' separate results Saudi students in Almandag did not reach the target mark which is 50 marks in the following: Plural nouns' overall results were the overall nouns' results (s sound) the correct answers were 36.8% and 63.2% were incorrect. The (z sound) 42.5% were correct answers and 57.5 were incorrect. The (iz sound) 40.8% of the students got correct answers and 59.2 were incorrect answers.

The overall present verbs' results (s sound) the correct answers were 39.2% and 60.8% were incorrect. The (z sound) 43.2% were correct answers and 56.7 were incorrect. The (iz sound) 39.2% of the students got correct answers and 60.8 were incorrect answers

The overall past verbs' results (d sound) the correct answers were 40.8% and 59.2% were incorrect. The (t sound) 42.4% were correct answers and 57.6 were incorrect. The (id sound) 45.6% of the students got the correct answer and 54.4 were incorrect answers.

To conclude, all other nouns and verbs students did not reach the target which is 50 marks, except one noun and six verbs. For example, the noun ends in (z sound) buses 52%. Also, present verbs end in (s sound) in word eats 64%, (z sound) in owns 68%. Further, the past verbs (d sound) lived 52%, (t sound) crashed 68%, (id sound) in verbs sounded 56% and crashed 64%.

By looking to overall students' results Saudi students failed to show the target marks in all tests. They faced problems in showing correct pronunciation of English morphemes of nouns,

verbs present and past tense correctly. Students faced difficulties to distinguish between which morpheme was correct. They ignored the rules of using English morphemes in general and there is a shortage of practice.

The first hypothesis in this study is students pronounce English morphemes of plural regular nouns and verbs correctly. In this hypothesis, the English plural noun has three different ways of pronunciation [s, z, or iz]. Students gave five nouns for each morpheme most of them did not know the rule and confuse in their answers between which morpheme was correct. For example, they didn't know that [s] is added after voiceless sounds (f, k, p, t, th, sh, ch and ʃ). Instead of that they added [s] to words end in voice sound e.g. wolves bags and boys. Also, they added [z] to some words end voice sound like (graphs, cliffs and cups). Lastly, concern [iz] the result clarified that [iz] was very difficult to distinguish between [s, z and iz] . The rule said that [iz] added to sibilant segments sound, for example at the end of (s, ss, sh.ch o, x). They added to voice and voiceless end sounds (books, bags and graphs). The overall nouns' results (s sound) the correct answers were 36.8% and 63.2% were incorrect. The (z sound) 42.5% were correct answers and 57.5 were incorrect. The (iz sound) 40.8% of the students got the correct answer and 59.2 were incorrect answers.

The second hypothesis in this study they differentiate between which morphemes add to present simple tense. It has three different ways to pronounce [s], [z] and [iz]. Morpheme [s] adds after voiceless sounds (f, k, p, t, th, sh, ch and ʃ). Students added these after bushed, owns, plans and harms. The morpheme [z] pronounces after voice sounds (b, d, g, l,v, z, l, ʒ, dʒ m, n, dʒ r, and vowel sounds. Most of the students pronounced it after (eats, laughs and stops) The pronunciation of [iz] after verbs end in (sh, ch, o, x, s, or ss). Majority of them used it after (calls, harms and some after watches and finishes). The overall present verbs' results (s sound) the correct answers were 39.2% and 60.8% were incorrect. The (z sound) 43.2% were correct answers and 56.7 were incorrect. The (iz sound) 39.2% of the students got the correct answer and 60.8 were incorrect answers.

The third hypothesis in this study is students know which correct morphemes add to past simple tense. It has three different ways of pronunciation; [d, t and ed].The allophone [d] is added after all voice sounds and vowels (b, v, g, z, j, th, l, m ,n ,and r). They added allophone [d] to finished, typed and danced. Concern morpheme [t] instead of adding it to verbs end in voiceless sound (p, f ,k, s, sh, ch, th) except (t) they added it to voice and voiceless. For example, heated, attempted, fished and cheated. The morpheme [əd] is added in case the verb ends in (d and t). They were not sure about this rule they added randomly; to voice and voiceless sounds e.g. crashed, loved checked and finished. The overall past verbs' results (d sound) the correct answers were 40.8% and 59.2% were incorrect. The (t sound) 42.4% were correct answers and 57.6 were incorrect.The (id sound) 45.6% of the students got the correct answer and 54.4 were incorrect answers.

By looking at the previous studies tackled this research area, this study supports other studies and tries to fill the gaps in the areas of pronunciation problems. Also, it attempts to reflect some points of pronunciation problems of English morphemes to EFL in Saudi Arabia.

Conclusion

To conclude, this research aims to show the problem of pronouncing correct English morphemes to some Saudi university students.The study reflected the shortages of pronouncing correct English morphemes by the students' results. This study achieved that Saudi university students face problems in pronouncing correct English morphemes in nouns, present and past verbs. Also, the study answered the main questions of which has been designed in this study.

Recommendations

According to the results and conclusions of this study, the following recommendations are set forward:

- Students need to revise the rules of using English morphemes of nouns and verbs present and past.
- They need to do more practice about using morphemes of nouns and verbs.
- Students need more concentration on the pronunciation of English morphemes of plural nouns and verbs (present and past tense) in conversations and classrooms.
- Curriculums designers need to put a series of lessons lead to solving the pronunciation problems in general and morphemes in specific.
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Suggestions for Further Research

The researcher suggested the following points: 1. To what extend EFL curriculums solve the problem of practising English morphemes? 2. Compare and contrast between English and Arabic morphemes. 3- How far the rules of using morphemes in English and Arabic are similar or contrast?

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