

## AN ANALYSIS OF THE STUDENTS' ERRORS IN PRONOUNCING -ED ENDING TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PADANGSIDIMPUAN

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### ABSTRAK

Penelitian ini dilakukan untuk mengetahui sejauh mana kesalahan yang dilakukan oleh siswa kelas delapan SMP Negeri 1 Padangsidempuan dalam pengucapan akhiran -ed. Dalam penelitian ini penulis menggunakan cluster random sampling, dengan jumlah 62 siswa sebagai sampel penelitian ini. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan penelitian lapangan. Penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 1 Padangsidempuan. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Untuk teknik analisis data penulis menggunakan teknik analisis deskriptif (persentase). Setelah menganalisis data, diperoleh bahwa rata-rata persentase kesalahan yang dilakukan oleh siswa dalam pengucapan akhiran -ed adalah 19,35%. Persentase kesalahan yang dilakukan oleh siswa dalam pengucapan akhiran -ed berada di bawah 25,00%. Ini berarti bahwa hipotesis penelitian ini yang menyatakan: "Ada kesalahan yang signifikan yang dibuat oleh siswa kelas sebelas SMP Negeri 1 Padangsidempuan dalam pengucapan akhiran -ed", ditolak.

Kata kunci: pengucapan, analisis kesalahan, akhiran -ed

### ABSTRACT

This research is carried out in order to know how far the error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending is. And in this research the writer applies cluster random sampling. They are 62 students as a sample of this research. For getting the needed data, the writer applies the field research. The field research is applied based on the need of data from the field, in this case from the SMP Negeri 1 Padangsidempuan. And as the instrument for collecting the data the writer uses the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. For techniques of data analysis the writer uses descriptive analysis technique (percentage). After analyzing the data, it has been got that the average the percentage of errors made by the students in pronouncing -ed ending is 19.35%. The percentage of errors made by the students in pronouncing -ed ending is below 25.00 %. It means that the hypothesis of this research that states: "There is a significant error made by the eleventh grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending", is rejected.

Keywords : pronunciation, error analysis, -ed ending

### I. INTRODUCTION

Pronunciation plays an important role in learning English. In order to be understandable, people should deliver their

speech with proper English pronunciation. Learning pronunciation is quite difficult for Indonesian students since they have been used to speaking their mother tongue since

childhood. Moreover, English is greatly different from Indonesian language in its pronunciation system.

The common problem of learning English pronunciation is caused by the differences between the sound systems of the two languages. There are some sounds in English which do not exist in Indonesian. The vowels, such as [æ], [ɪ:], [u:] and consonants, such as [ð], [θ], [ʒ], do not exist in Indonesian. It will be difficult for Indonesian students to pronounce them.

English also has consonant clusters, consisting of initial cluster, like [fl] in “fly” and final clusters, like [pt] in stopped. Final clusters are considered more difficult than initial clusters. The Indonesian language may have some initial clusters, like [pr] in “pramuka”, but it does not have final clusters as English has.

Many students often face some difficulties in pronouncing final clusters, especially those with –ed ending. Theoretically, the students may know the rules of pronouncing –ed ending properly, but they seem to find it difficult to pronounce it orally.

From the description above, the writer would like to conduct a research on the problems faced by the students in pronouncing –ed ending. she would like to find out how well the students master the pronunciation of –ed ending and what problems they face in pronouncing it.

Based on the description above, the writer would like to take a research under the title : “An analysis of the students’ errors in pronouncing -ed ending to the eighth grade students of SMP Negeri 1 Padangsidimpuan.”

Beside the above backgrounds, the writer has chosen the topic based on the following reasons :

1. The writer want to know how far the students’ error in pronouncing -ed ending.
2. Pronunciation plays an important role in learning a second language.

3. Students are expected to be able to pronounce English words including –ed ending correctly since they have got phonology subject, students tend to know how to pronounce words including –ed ending theoretically, but they are not able to pronounce it orally
4. As far as the writer knows that this topic has never been researched by other researchers before, so that it is assumed as the newest and interesting topic to be researched.

The writer limits the problem on the kind of errors in pronouncing -ed ending made by the students. But in order not to make misunderstanding, the writer would like to limit the study.

The students’error can be found through the collected data from the field, in this case through the results of the test given to the students. The materials of the test are about the pronunciation. The study is limited to English words that end with –ed ending

The learner who are taken as the object of this research are the eighth grade students of SMP Negeri 1 Padangsidimpuan in 2017 – 2018 academic year.

Defining a research problem is the fuel that drives the scientific process, and is the foundation of any research method and experimental design, from true experiment to case study. It is one of the first statements made in any research paper and, as well as defining the research area, should include a quick synopsis of how the hypothesis was arrived at. Operationalization is then used to give some indication of the exact definitions of the variables, and the type of scientific measurements used. This will lead to the proposal of a viable hypothesis. As an aside, when scientists are putting forward proposals for research funds, the quality of their research problem often makes the difference between success and failure.”

The problem of a research is the presented question, in which its answer can be

got after finishing carrying out the research. As Suharsimi Arikunto (1989) states : “The problem is a presented question, in which its answer will be got after finishing carrying out the research”.

Based on the explanations above the problem can be formulated as follows:

1. How far the error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending?
2. What are kinds of error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending?

A research is done because the researcher wants to achieve certain purpose. The same case also comes to the writer’s mind. The writer makes this research based on the following purposes :

1. To know how far the error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending is.
2. To know what kinds of error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending is.

The hypothesis is a prediction or a tentative answer of the researched problem its truth should be taste by collecting and analyzing the collected data.

As Arikunto (1989) states : “Hypothesis can be meant as a tentative answer to the researched problem until it is proved through the collected data.”

Based on the above explanations the writer can formulate the hypothesis of this research as follows : “There is a significant error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in pronouncing -ed ending”.

After finishing carry out this research it is expected that this research is :

1. For Headmaster, it is supported that teaching pronouncing -ed ending will be more considered in the teaching learning process.
2. For the English teacher, the teachers are able to know the problems faced by the students in pronouncing -ed ending, so they can prepare the teaching materials well
3. For the students, they can improve and optimize their mastery of pronunciation including -ed ending.
4. For other researchers, the result of this research can be useful for improving their knowledge as the input in carrying out the further research, especially in the English educational research.

## **II. THE REVIEW OF LITERATURE**

### **Error Analysis**

Human learning is fundamentally a process that involves the making of error and mistake assumptions that form an important aspect of learning virtually any skill or acquiring information, Dullay (1982) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance.

It means that there is something wrong in norms of language performance; the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without the making of errors.

Meanwhile, Douglas Brown (2000) stated that errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. On the other hand, Jeremy Harmer (1983) said “Error is the result of incorrect rule learning; language has been stored in the brain incorrectly.” That error may happen in teaching learning process, may be it is caused by the teacher, they have the lack of grammar

competences in English teaching or by students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

When we talk about error, we may also think about mistake. Error and mistake are not the same; it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. To be more classified between error and mistake, Jeremy Harmer (1983) said “mistake is less serious since it is the retrieval that is faulty not the knowledge”. In other word the students know the rule, but they make a ‘slip’ when producing it. Meanwhile Douglas Brown (2000) gave different meaning, “Mistake refers to a performance error that is either a random guess or a slip”. In that meaning it is a failure to utilize a known system correctly. All people make mistakes in both native and second language situations.

Hubbard (1983) stated “Errors caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on”.

Another way to differentiate between error and mistake is if the learners can correct themselves, it is probably mistake, but if they cannot, it is an error. From its definition of error above, we have seen that there are some classifications of error, they are as follows:

1. Errors of competence, are the result of application of rules by the first language learner which do not (yet) correspond the second language norm.
2. Errors of performances are the result of mistake in language use and manifest themselves as repeats, false starts, corrections or slips of the tongue. Error of competence is knowing what is grammatically correct; Error performance occurs frequently in the speech of both native speaker and second language learner or what actually occurs in practice.

The fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something or the system operating with in the learner, led to a surge of study of learners’ errors called *errors analysis*.

### **Pronunciation**

According to Syafei (1988), pronunciation is a two fold process. He argues “it involves the recognition of sounds as well as the production of sounds.” He adds that “a student is faced with the problem of recognizing and discriminating the sounds as well as the problem of producing the sounds.” Pronunciation can be broken down into its constituent parts (Kelly, 2006).

Phonemes are units of sound which can be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmentals (Kelly, 2006).

According to Ramelan (2003), “when a speaker produces an utterance, it can be distinguished into segmental and suprasegmental features.” He states that “segmental features, or just segmentals refer to sound units arranged in a sequential order.” He gave the example, when we say “good heavens”. It has nine segmental features; /gud-hevənz/. Meanwhile, Ramelan also explains that “suprasegmental features, or just suprasegmentals refer to such features as stress, pitch, intonation, and other features that always accompany the production of segmental.”

### **–ed Ending in the Past Participle**

According to [http://www.bukisa.com/articles/25262\\_identify-the-tenses-and-partsof-verbs](http://www.bukisa.com/articles/25262_identify-the-tenses-and-partsof-verbs), all verbs have four principal parts. Those parts are the base form, the past form, the present participle, and the past participle. The past form of verbs includes regular verbs and irregular verbs. We can find

–ed ending in the past form of regular verbs and past participle.

“A past participle indicates past or completed action or time. It is often called the “ed” form as it is formed by adding “d” or “ed” to the base form of regular verbs, but it is also formed in various other ways for irregular verbs.”

(<http://www.learnenglish.de/grammar/participle-past.html>)

We use the past participle in the following ways:

1. With the perfect tenses

I’ve **stayed** at the hotel several times.

Jim hadn’t **earned** enough money to buy a car yet.

2. With the passive voiced

The store was **closed** by the time we got there.

Electrical charge is **carried** by subatomic particles.

3. Participial phrases

**Based** on the result of the tests, we changed our plan.

**Irritated** by the inefficiency, the boss yelled at the workers.

4. Participial adjectives

I was **pleased** to see her again.

The **bored** students sat quietly through the lecture. (<http://www.geocities.com/Athens/Olympus/7583/pastpart.html>)

### The Frame of Mind

Many students often face some difficulties in pronouncing final clusters, especially those with –ed ending. Theoretically, the students may know the rules of pronouncing –ed ending properly, but they seem to find it difficult to pronounce it orally.

There is a large number of words in English that end with –ed as stated in the previous discussion. We can find words with –ed ending in the past forms and past participle forms.

From the explanation above, the writer thinks there are some problems faced by students in pronouncing –ed ending and she would like to find out how well the students master the pronunciation of –ed ending and what problems they face in pronouncing it.

### III. THE METHODOLOGY OF RESEARCH

This research is carried out in the SMP Negeri 1 Padangsidempuan in 2017 – 2018 academic year. However, for getting more descriptions about the location of this research, it is regarded important for the writer to explain it on detail in this sub-chapter. The descriptions of the location of this research can be seen below :

The SMP Negeri 1 Padangsidempuan is situated in Mesjid Raya Baru Sreet Number 3, Padangsidempuan City. The number of the students of SMP Negeri 1 Padangsidempuan in 2017 – 2018 academic year is 1183 students.

The instrument of the research used by writer is a test given to the students to find out the ability of the student in pronouncing –ed ending. The form of test is oral test which consists of 20 sentences. The writer used a recorder from his handphone. The pronunciation test consisted of 20 utterances containing –ed ending sounds spread randomly in 20 test items.

The following are the detailed account of the test items.

1. **–ed ending after a voiceless consonant apart from [t] = 4 items.**

They are:

He *laughed* at the joke

The new job make me *stressed*

He *asked* about my future plans

You *stepped* on my foot

2. **–ed ending after a voiced consonant apart from [d] = 4 items.** They are:

I hardly *recognized* her after years

The child was *frightened* by the strange noise

The picnic will be *cancelled* if it rains

He *banged* on the door

3. **–ed ending after a vowel sound = 4 items.** They are:

The film has been *viewed* by the censor

He *prayed* for the dying man

The children *played* happily

He *vowed* that one day he would return

4. **–ed ending after the sound [d] or [t] = 4 items.** They are:

Anton *recommended* a good restaurant

You look very *exhausted*

Anne was *treated* for sunstroke

The test has been *corrected*

5. **–ed ending with special pronunciation = 8 items.** They are:

Look at the girl in a *ragged* dress

He was my *beloved* boyfriend

She caring for the sick and the *aged*

he is a girl with *dogged* persistence

For each classifications are answered by the students correctly, he or she will get score 5.0. It means for one item of the test a student can answer correctly, he or she will get score 20. It is got from the number of the classification of error multiplied by 5.0, or  $20 \times 5.0 = 100$ .

#### IV. THE RESULT OF RESEARCH AND DISCUSSION

In the preceding chapter it has been explained that the data is got from the result of the test given to the students. After getting the needed data, than it is analyzed in order to

know how far the error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 – 2018 academic year in pronouncing -ed ending is. In this research, the error made by the students in pronouncing -ed ending classified into four classifications, they are: –ed ending after a voiceless consonant apart from [t], –ed ending after a voiced consonant apart from [d], –ed ending after a vowel sound, –ed ending after the sound [d] or [t] and –ed ending with special pronunciation.

##### 1. The –ed ending after a voiceless consonant apart from [t]

In sentences number 1, 2 and 4, there are 25.81 % or 16 students who have made errors. There are 13 students or 20.97 % who have made errors for sentences number 2. So, we can find the highest and the lowest frequency made by the students in pronouncing -ed ending after a voiceless consonant apart from [t], for the highest frequency there are 16 or 25.81 % students who have made errors and 13 or 20.97% students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending after a voiceless consonant apart from [t] is 24.60 %. It can be concluded that there are 24.60 % students who have made errors in pronouncing –ed ending after a voiceless consonant apart from [t].

##### 2. The –ed ending after a voiced consonant apart from [d]

The error made by the students in pronouncing -ed ending after a voiced consonant apart from [d]. In sentences number 5 and 8, there are 20.97 % or 13 students who have made errors. There are 15 students or 24.19 % who have made errors for sentences number 15. So, we can find the highest and the lowest frequency made by the students in pronouncing -ed ending after a voiced consonant apart from [d], for the highest frequency there are 15 or 24.19% students who have made errors and 13 or

20.97% students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending after a voiced consonant apart from [d] is 22.58 %. It can be concluded that there are 22.58 % students who have made errors in pronouncing –ed ending after a voiced consonant apart from [d].

**3. The –ed ending after the sound [d] or [t]**

In sentences number 9 and 12, there are 17.74 % or 11 students who have made errors. There are 12 students or 19.35 % who have made errors for sentences number 10. And in sentences number 9, there are 14.52 % or 9 students who have made errors. So, we can find the highest and the lowest frequency made by the students in pronouncing –ed ending *after the sound [d] or [t]*, for the highest frequency there are 12 or 19.35% students who have made errors and 9 or 14.52% students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending *after the sound [d] or [t]* is 17.35 %.

From the calculation above, it can be concluded that there are 26.61 % students who have made errors in pronouncing –ed ending *after the sound [d] or [t]*.

**4. The –ed ending after a vowel sound**

The error made by the students in pronouncing -ed *ending after a vowel sound* . In sentences number 13, there are 17.74 % or 11 students who have made errors. There are 12 students or 19.35 % who have made errors for sentences number 14. In sentences number 15, there are 24.19 % or 15 students who have made errors. And there are 14 students or 22.58 % who have made errors for sentences number 16.

So, we can find the highest and the lowest frequency made by the students in pronouncing –ed ending after a vowel sound, for the highest frequency there are 15 or 24.19

% students who have made errors and 11 or 17.74 % students for the lowest frequency from 62 students.

The average of total frequency error made by the students in –ed ending after a vowel sound is 20.97 %. It can be concluded that there are 20.97 % students who have made errors in pronouncing –ed ending after a vowel sound .

**5. The –ed ending with special pronunciation**

The error made by the students in pronouncing -ed *ending with special pronunciation* . In sentences number 17 and 18, there are 25.81% or 16 students who have made errors. There are 17 students or 27.42% who have made errors for sentences number 19 and 20. So, we can find the highest and the lowest frequency error made by the students in pronouncing –ed ending with special pronunciation, for the highest frequency there are 17 or 27.42% students who have made errors and 16 or 25.81 % students for the lowest frequency from 62 students.

To find out the average of total frequency error made by the students in –ed ending with special pronunciation is 26.61 % . It can be concluded that there are 26.61 % students who have made errors in using –ed ending with special pronunciation .

Finally it is the term of –ed ending types which is based on high percentage errors, as in the following table. It can be seen which one of the -ed ending types that is the highest percentage error and the lowest percentage.

**THE PERCENTAGE OF STUDENTS' ERRORS BASED ON IT'S HIGH PERCENTAGE ERROR**

No	The –ed Ending Types	Percentage of Error
1	–ed ending with special pronunciation	26.61 %
2	–ed ending after a voiceless consonant apart from [t]	24.60%

No	The –ed Ending Types	Percentage of Error
3	–ed ending after a voiced consonant apart from [d]	22.58%
4	–ed ending after a vowel sound	20.97%
5	–ed ending after sound [d] and [t]	17.34%
<b>PERCENTAGE AVERAGE OF ERROR</b>		<b>22.42 %</b>

From the table above it can be concluded that the highest percentage error made by the students is in pronouncing –ed ending with special pronunciation. It means they are difficult in pronouncing –ed ending with special pronunciation. And the lowest percentage error made by the students is in pronouncing –ed ending after sound [d] or [t]. It means that the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 - 2018 academic year are easy in pronouncing correct –ed ending after sound [d] or [t].

The percentage of errors made by the students is 22.42%. The percentage of errors made by the students is below 25.00 %. It means that the hypothesis of this research that states: “There is a significant error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 – 2018 academic year in pronouncing -ed ending”, is rejected.

From the result of research, it can be concluded that the highest percentage error made by the students is in pronouncing –ed ending with special pronunciation. It means they are difficult in pronouncing –ed ending with special pronunciation. And the lowest percentage error made by the students is in pronouncing –ed ending after sound [d] or [t]. It means that the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 - 2018 academic year are easy in pronouncing correct –ed ending after sound [d] or [t].

The lowest score of the students mastery is 55 and the highest score is 90. The eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 - 2018 academic

year have succeeded in learning writing descriptive text. It can be seen from the value of mean score of the students, that is 77.58.

The percentage of the students’ mastery can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 72.58%, whereas the percentage of the students who are categorized into the incapable category or they haven’t achieved the minimal completeness criteria (KKM) is 27.42%. It is said so, because the value of the minimal completeness criteria (KKM) of this material in this school is 75.

## V. CONCLUSSIONS AND SUGGESTIONS

### The Conclusions

1. The mastery of the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 - 2018 academic year in pronouncing –ed ending can be categorized into ‘capable category, It can be seen from the value of mean score, that is 77.58
2. The highest percentage of error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 - 2018 academic year is in pronouncing –ed ending with special pronunciation, that is 24.19 %
3. The lowest percentage of error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 - 2018 academic year is in –ed ending after sound [d] or [t], that is 17.34 %
4. The average percentage of errors made by the students in pronouncing -ed ending is 22.42 %
5. The percentage of the students’ mastery can be categorized into the capable category or they have achieved the minimal completeness criteria (KKM) is 72.58%, whereas the percentage of the students who are categorized into the incapable category or they haven’t



achieved the minimal completeness criteria (KKM) is 27.42%. It is said so, because the value of the minimal completeness criteria (KKM) of this material in this school is 75.

6. The percentage of errors made by the students is 22.42%. The percentage of errors made by the students is below 25.00 %. It means that the hypothesis of this research that states: “There is a significant error made by the eighth grade students of SMP Negeri 1 Padangsidempuan in 2017 – 2018 academic year in pronouncing -ed ending”, is rejected

### The Suggestions

Here are some another suggestions that can be given in relation to writer’s conclusion. The suggestion is as follow :

1. It is necessary for students to do more exercises in tenses through the writing test to improve their English proficiency.
2. The teacher should give task to the students to make a writing daily experience. Teacher have to more motivate the students to be more relaxed in learning English and tell them that English is easy and not to be afraid to make mistake especially when they write, because that is a process to gain success.
3. Before ending the writing of the ‘skripsi’, the writer wants to tell some hopes. The writer hopes some inputs and some critics of down for this skripsi, to improve the writing skill and the knowledge of the writer. The writer is sure that in writing this skripsi has been gotten much the mistakes and lack ness.

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