



USING BINGO TO TEACH ENGLISH PLURAL NOUNS

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ABSTRACT

The objectives of this research were: (1) to know if the bingo game can be used to teach English plural nouns. 2) to identify whether there were some significantly different before and after the implementation of teaching English Plural Nouns through Bingo Games. The method used to conduct this research was Classroom Action Research which is composed of four stages: Action, Planning, Observation, and Reflection. The test item was 40 numbers of the multiple-choice Plural noun. The pre-test and post-test were administered to 20 students of the Second Grade of Escola de Hospitalidade e Turismo Becora Dili as the research sample. The result of this research showed that the mean score of the pre-test was 3.7 and the mean score of the post-test was 8. The mean score of the pre-test and post-test were calculated with the t-test was 13.6 greater than t-table 2.093 through the level of significance was ($\alpha=0.05$) and degree freedom was 20: ($df=N-1:20-1=19$). Based on this result of the study, it was indicated that bingo could improve the students learning of English plural nouns because the mean score of post-test 8 was higher than the mean score of pre-test 3,7. Therefore, it was decided to interpret that there were some significant differences before and after the implementation of using bingo to teach English plural nouns to the second-grade students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2021. Based on the score that was marked in the table from the classroom observation sheet was 91 which is classified as a very good level. It is recommended that the English teachers may produce the module of English through the content of bingo games as a strategy that facilitates the lesson plan for English language teaching material.

INTRODUCTION

English Plural noun is one of the eight parts of speech that describes, the person or place of things is learning about nouns. Plural nouns can be considered problematical for foreign language learners to use properly. It is quite difficult for the learners because of morphological differences between English plural nouns in the learner's native language. This is why the students are introduced to plural noun forms by using a bingo game to talk about things.

A game could help the students to learn the English plural noun and enjoy it, at the same time students may love to learn which makes them happy to use the games. If the learners only know the grammatical function through direct explanation, it is quite difficult to be understood because English plural noun is grammatically extremely different from the local language plural noun.

The reason why English plural nouns can be taught through the bingo games as a useful strategy to use English grammatical functions properly to express meaningful units. Furthermore, Hadfield (1990, p.4).states that bingo game also has a lot of advantage that could help the students remember some Grammar that is difficult to be understood. In English grammar, the students learn about eight parts of speech that consist of a noun, pronouns, adjectives, verbs, adverbs, conjunction, preposition, and interjection however, a noun is discussed in this scientific writing. Anderson (1997 P.5) says that "language is a dynamic interaction among all aspects of development which is a link to the global world," .it is the most fundamental weapon for people to a boon in life; science and technology proceed because it is the canter of human knowledge progress.

English is an international language in this world. Because many countries always speak the English language, and also in this Timor Leste some offices also speak English like Embaisada Australia. (Schultz, 2005) says that English is the spoken language of the United States of America, the United Kingdom, Australia and the Commonwealth of Nations, and some others in primary Western Europe, North America, and Australia.

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Furthermore, English was estimated that 75 percent of all international communication is in writing, 80 percent of all information on the world's computers, and 90 percent of the internet is in English which could be used widely by human beings in the world and therefore it is suitable to be called as the international language.

Grammar is an important element to be learning a language. It plays an important role to improve our skills in English. It is a very basic knowledge and an important tool for students to master English. Through the learning of Grammar, the students will know the system of language to they will be able to combine and build words into meaningful sentences. In English grammar, the students learned about parts of speech that consist of nouns, pronouns, adjectives, verbs, adverbs, conjunction prepositions, and interjections. One part of speech that will be discussed is a noun. Plural nouns are kinds of part of speech that describes a person, place, or thing. However many students still do not understand and cannot apply singular and plural rules in English. They have difficulties forming plural in English. For example, the general rule for writing the plural in English nouns is to add-s to the singular form (boy boys). However, this rule is only used for the regular plural. For a word like women, foot, children, etc. These are irregular plural. The rule is complicated. The consequence is the students will make so many errors in their learning.

REVIEW OF LITERATURE

In this writer would like to discuss plural nouns through the local and foreign review of related literature and studies.

The Concept of Plural Nouns.

Murphy, R.(1994: 138), states that many nouns can be used as countable or uncountable nouns, usually with differences in meaning. Huddleston, (2005: 85) states that a noun is a grammatically distinct category of words including those denoting all kinds of physical objects, such as a person, animals, and inanimate objects. Altenburg (2010: p.3) also defined similarity as a noun commonly defined as a word that refers to the name of a person, place, thing, or idea. Ansell, & Hughes, (2000: 180 -1993: 365) indicates that a noun is used as the name of a person or thing. Another meaning of plural nouns is " the part of speech that names people and things: 'artist, pet, bathroom, attitude, vegetation" plural nouns have many different kinds of meanings, like referring to things, ideas, quality, action, events, and name. Baskerville W.M. & Sewell J. W., (2004: p.6) express their ideas that plural nouns are name words, representing directly the mind

and object, substance, or idea. Tulloch, (2000: 6) adds that plural nouns can be assumed as 'names' which note the things, people, and abstract ideas".

John (2002: pp. 175-176). gives some examples that plural nouns are words like a cup, democracy, game, driver, and Chicago, They do not have special endings to show that they are plural nouns or to show that they are subjects or objects. O'Shea, Stella in Cambridge school Dictionary (2008: 503), also clarifies that plural nouns are a word that refers to a person, place, object, event, substance, idea, feeling, or quality". For example the words: teacher, book, development, and beauty, are categorized as a noun". Hornsby A.S. (1987, p. 574) in Oxford advanced learners Dictionary of Current English, a plural noun is a word that can function as the subject or object of a verb, or the object of a preposition.

Azar, B. (1999:100) classified that there are many ways of forming the plural of nouns:

Regular Nouns

A regular plural noun is a plural form by adding "s" in general and has a certain formula. While irregular plural has not had an exact rule and makes the students remember it. The plural nouns are formed by adding final-s. Examples: Cars, Books. In -es is attached to the words' nouns that ended with - sh, -ch, -z, and -x Example: Boxes. The plural form of words that end in a consonant + y is spelled -"ies" Example: Baby- Babies. Some nouns that end in -o add -es form the plurals. Example: Volcano-Volcanoes, Tomato-Tomatoes, Some nouns that end in -o add -s to form the plural Example: Photo-Photos. Some nouns that end in -o add either -s or -es to form the plural (with -es being the more usual plural form)

Example: Zero-Zeroes. Some nouns that end in - f or - "fe" are changed to -"ves" to form the plural. Example: Self-selves, Knife-Knives Some nouns that end in -f simply add -s to form the plural Example: Belief-Beliefs

Irregular Nouns

Some nouns have the same singular and plural form: For example Deer, Fish, Sheep. Irregular plural noun. The plural form does not end in -. Example: Men, Children, Oxen, Feet. Some nouns that English has borrowed from other languages have foreign plural. Example: criteria, curricula, syllabi/syllabus, appendices/appendices, fungi's

The Definition of Bingo Games.

Richardson (2007, p.334) Says that bingo is one of the most popular of all games, playing plural nouns bingo also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Police, (2014, p. 16) states that a bingo game means a specific game of chance played with the individual card having noun square wiring names of noun inside the paper in which a prize is awarded based on designated noun on such cards conforming to a predetermined pattern of the noun. As with the other game, this game also has a change it has repealed noun at random and players write the names of the noun on the cards that has been provided. Furthermore, Recbo(2014, p.1) explains that bingo is an incredibly fun game to play in a group. It is very easy to play and it can help to rehearse anything from language English plural nouns to match the historical facts, besides this game is a fun game to play it also reinforce the language of English plural nouns and it is suitable for learners who learn the language process.

Douglas(2004 p. 47).States that in this writing. The writer uses some methods for teaching plural nouns such as the Grammar translation method, substitution drills, and total physical responses.

Swiss Institute of Comparative Law, (2006, p.7) states that a bingo game kind of game consists of some players who play with the noun mentioned in the caller noun and the players should match the noun on a card and write the noun names inside the pepper.

Angela Coco, et, al, (2001, p.3). Most of the students enjoy the competition and participate enthusiastically. Bingo can be played in any content area. It has been modified to educate the learners by using a bingo game as an alternative way to teach English plural nouns. Bingo can be played in any content area. It has been modified to educate the learners by using a bingo game as an alternative way to teach English plural nouns.

The Function of Bingo Games

Bingo is a game of change, in which the player uses as score card or an electronic representation there of bearing numbers and who plays by marking or covering to noun identical to a noun drawn by change and called by a caller, whether manually or electronically

The bingo game is a holistic, experimental strategy that provokes personal reflection. Bingo can be played in any content area. It has been modified to educate the learners by using a bingo game as an alternative way to teach English plural nouns.

From the definition above, a bingo game is a kind of game that used cars of noun

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are drawn and players have to match the names of the noun it which has been printed or created.

The Method Use For Teaching Plural Nouns

The method is a plane for teaching the language material to be learned and can be based upon a selection approach. "In order, for the approach can be translated into the method, an instruction system much is designed considering the objectives of the teaching and learning. How the content is to be selected and organized.

Grammar translation is a method used to help teachers needs to translate the English language to their language / Tetum in how the students learn the English language, because, it will help more students to know English well. Grammar translation is the method of teaching a foreign language to help from the classical method. The grammar translation method is a way of studying a language that approaches the language first through a detailed analysis of its Grammar rules

METHOD

This chapter presents the way how to conduct the research through several steps namely: research design, subject of the study, and research instrument. Procedures of research and data analysis

The method used to conduct the research was Classroom Action Research. This method of study is chosen to implement teaching techniques in the specific class to find out the solution to the classroom problem and also to improve the knowledge of teaching and learning English plural nouns as a foreign language.

There are 20 students of second-grade students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2021 are selected for the sample of the study. The students will be tested on English plural nouns before and after the teaching of plural nouns through bingo games.

The Instruments which will be used to collect the data are the 40 numbers of telling the names by using bingo games test items as the pre-test and post-test administrated to the 2nd-grade students of Eskola de Hospitalidade e Turismo Becora Dili in the school year 2021 before the implementation teaching English plurals nouns by using bingo games.

The data was collected through the cycle of following classroom action research procedures. The procedures of Classroom Action Research take several steps based on
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(Richardson 2007. P. 133). Has developed simple cyclical nature of the typical action research process and its cycle has four steps: planning, action, observation, and reflection.

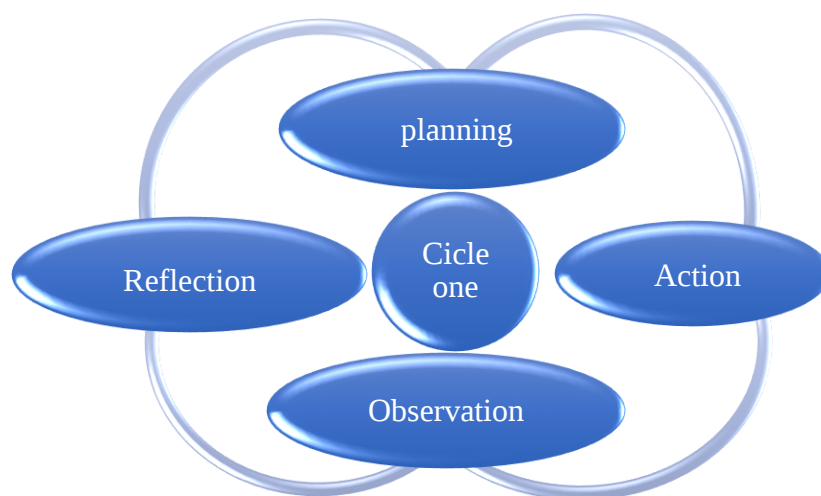


Figure 1 Cycle of Action Research

Plan

Planning: the four steps from the procedures of research are followed:

Preparing the pre-test and post-test, materials teaching, and designing the lesson plan.

Preparing the list of students' names.

Preparing teaching aid (caller, pens, bookmark, pictures)

Preparing sheets for classroom action research and process observation.

Preparing a test (to know how students understand English plural nouns).

Action:

The teacher administrated the pre-test

The teacher teaches English plural nouns by using bingo games. The teacher explains short explanations and guides the students to learn based on the lesson plan.

The teacher gives opportunities to the students to ask about some difficulties or problems.

The teacher asks the students orally to be answered as they check the student's understanding.

The teacher administered a post-test in the last meeting.

Observation

In this step of action research, the system uses to observe and note the entire phoneme interview of some students feeling, thinking, and perception of something they learn in the process of teaching and learning English plural nouns. The teacher observes all the activities in the teaching and learning process and also creates a conducive atmosphere in the classroom and makes collaborative efforts to explore teaching

possibilities. It is proposed to create the student's motives in learning. In classroom action research, the researchers as the English teacher have to observe all of the processes in the learning activities and prepare the observation sheets as follows:

Nu	Activity	Level				
		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Low (1)
1	Pre-teaching					
	Opening/greetings					
	Q: good morning A: morning sir	✓				
2	Asking condition Q: How are you today? A: I am fine	✓				
3	Attendance Q: the list to your name A: Present, sir.	✓				
4	Self- Introduction		✓			
5	Question and answer		✓			
	While teaching					
6	Explanation	✓				
7	Teaching English plural nouns through bingo games	✓				
8	Define the noun	✓				
9	Mention the types of noun	✓				
10	Give some examples of noun	✓				
11	Introduce the bingo games		✓			
12	Define the bingo games		✓			
13	Describe the games		✓			
14	Questions and answer	✓				
15	Exercises	✓				
16	Providing the English plural noun with the bingo games	✓				
17	Play bingo game	✓				
18	Quiz: Plural using bingo game		✓			
19	Evaluation: Checking the student's understanding			✓		
20	Reinforcement: One of the cleverest students among the other students is asked to demonstrate how to use the bingo games in learning English plural nouns.	✓				
	Total	13	6	1		
	Multiply	5	4	2		
	Equal	65	24	2		
	Score	91				

	Classification	VERY GOOD
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Table 1 Presents The Classroom Observation Sheet

Reflection is an activity in expressing experience which has by the teacher as self-evolution. The teacher makes an evolution based on the observation to find the weaknesses that can be refined in another cycle so that finally it can be determined how effective bingo games can improve the technique of teaching English plural nouns. The writer analysis the result of the pre-test and post-test to compare the teaching-learning process during the implementation of the action by identifying the field notes which are made during the action. To conduct the evaluation, the research also gives a pre-test before the star to teach English plural nouns by using bingo games. It is given at the beginning of cycle 1, and the post-test gives at the end of the action in cycle 1, based on the data evaluates, the research can make a self-reflection in doing the action. The data from the test will also show whether the students improved in English plural nouns and whether they felled happy and enjoyed the bingo games or not.

A descriptive technique is used to know the extent by using bingo games to teach English plural nouns and this data analysis will be collected from two research based on the;

In this research, the writer will observe the activity of teaching and learning process that occurs in the class as in table 3.4. Classroom observation sheets in above.

The result of the pre-test and post-test will be presented in the form of tabulation and calculated as the significant differences between before and after the implementation of English teaching using bingo games then, furthermore analysis deeply with the t-test analysis as the following form.

Means is the average from the division between suns of students' scores with a total number of respondents. The research applied the following formula;

$$\bar{X} = \frac{\sum X}{N}$$

X = score

N = number of students

$\sum$ = sum or add

a. The formula of T-test dependent means is;

$$T\text{-test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

DATA ANALYSIS AND DISCUSSION

This chapter presents the result of Research from the mean scores of the pre-test and post-test administered to the second-grade students of Escola de Hospitalidade e Turismo Becora Dili in the school Year 2021.

Data Analysis

Here, the writer presents the result of the pre-test from the student's works in the form of tables.

Nu	Initial names	Correct Answer	Incorrect Answer	Score
1	OVS	13	27	3
2	SPCG	7	33	2
3	MS	20	20	5
4	FXS	12	28	3
5	HFJ	12	28	3
6	FJNL	26	14	6
7	ACS	13	27	3
8	MDC	14	26	3
9	PGR	19	21	5
10	JANBM	15	25	4
11	IJGE	16	24	4
12	CP	14	26	3
13	BACRS	26	14	6
14	CDSX	16	24	4
15	JP	16	26	4
16	FC	14	26	3
17	NPCJ	8	32	2
18	AOS	10	30	2
19	SAR	25	15	6
20	JQSS	12	28	3
Total score				Σ1= 74

Table 2. Presents Mean The Score Of The Pre-Test

Calculate the mean score of the pre-test

Mean:

$$\bar{X} = \frac{\sum x}{N}$$
$$= \frac{74}{20}$$
$$= 3.7$$

Based on the standard of measurement that is being used in the local school a score of 3.7 is considered a fail. This is why the researcher intervened by implementation teaching English plural nouns by using bingo games Based on the lesson plan. So, after the

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implementation of teaching English plural nouns through the bingo games writer administered again post-test the result in the table below.

Nu	Initial Names	Correct Answer	Incorrect Answer	Score
1	OVS	31	9	8
2	SPCG	31	9	8
3	MS	31	9	8
4	FXDS	30	10	8
5	HFDJ	31	9	8
6	FDJNL	29	11	7
7	ACS	34	6	9
8	MDC	33	7	8
9	PGDR	36	4	9
10	JANBM	30	10	7
11	IJGE	29	11	7
12	CP	32	8	8
13	BACRDS	33	7	8
14	CS	36	4	9
15	JP	33	7	8
16	FC	34	6	8
17	NPCDJ	34	6	8
18	AODS	32	8	8
19	SAR	33	7	8
20	JQSS	34	6	8
		Total score		$\Sigma 1=160$

Table 3 Presents the Mean Score of the Post-Test

The mean score of the post-test

$$\begin{aligned}
 \text{Mean : } \bar{X} &= \frac{\Sigma X}{N} \\
 &= \frac{160}{n} \\
 &= \frac{160}{20} \\
 &= 8
 \end{aligned}$$

Based on the standard of measurement, the mean score of the post-test was 8 achieved a passing grade. This is why the research did not need any more intervention for the next cycle. Table 4 presents differences in scores between the pre-test and post-test by the second-grade students of Escola de Hospitalidade e Turismo Becora Dili to measure the significant differences which are to indicate that the bingo games as the strategy or an innovative method to teach English plural nouns.

Nu	Initial Names	Pre-Test Score	Post-Test Core	D ¹	D ²
1	OVS	3	8	5	25
2	SPCG	2	8	6	36
3	MS	5	8	3	9

4	FXDS	3	8	5	25
5	HFDJ	3	8	5	25
6	FDJNL	6	7	1	1
7	ACS	3	9	6	36
8	MDC	3	8	5	25
9	PGDR	5	9	4	16
10	JANBM	4	7	3	9
11	IJGE	4	7	3	9
12	CP	3	8	5	25
13	BACRDS	6	8	2	4
14	CDSX	4	9	5	25
15	JP	4	8	4	16
16	FC	3	8	5	25
17	NPDCDS	2	8	6	36
18	ADODS	2	8	6	36
19	SAR	6	8	3	9
20	JDSS	3	8	5	25
	Total	74	160	87	417
					$\Sigma 1=417$

Table 4 Presents the Differences Between the Mean Scores Pre-Test and Post-Test

Calculate the t-test

$$T\text{-test} = \frac{\Sigma D}{\sqrt{\frac{n(\Sigma D^2) - (\Sigma D)^2}{n-1}}}$$

$$T\text{-test} = \frac{87}{\sqrt{\frac{20(417) - (87)^2}{20-1}}}$$

$$T\text{-test} = \frac{87}{\sqrt{40.6}}$$

$$T\text{-test} = \frac{87}{6.4}$$

$$T\text{-test} = 13.6$$

$$T\text{-test} = T\text{-test was } 13.6 \geq t\text{-table was } 2.093$$

The level of significance ($\alpha = 0.05$) with the degree of freedom ($Df = N - 1 = 20 - 1 = 19$). So, the result of the T-test was 13.6 and T-table was 2.093. it is shown that the t-test was 13.6 greater than the t-table was 2.093.

Interpretation: based on the result of the data analysis, there were some significant differences between the score of the pre-test and post-test before and after the implementation using bingo games to teach plural nouns to the Second Grade Students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2021. Therefore, a bingo game could be used to teach English Plural nouns to improve students' ability to understand English Plural Nouns very easily and fast.

The score in the table of classroom observation sheet was 91 which was classified as the VERY GOOD process of teaching and learning English plural nouns through a bingo

game. It was an enjoyable activity and the classroom atmosphere was more interactive without feeling bored until the end. Therefore, the students and English teachers suggested that English teachers may produce the module of English plural in the contents of the bingo game completed with the lesson plan as teaching material.

Discussions

The data presentation from several tables above, the writer would like to discuss each of the following; Table 4.1.1 presents the mean score of the pre-test. The mean score of the pre-test was 3.7 indicating that the usual method being used to teach English plural nouns could not meet the student's needs. This is why the researcher implemented teaching plural nouns through Bingo games as a new strategy to teach vocabulary.

The mean score of the post-test was 8 indicating that using bingo games to teach English plural nouns got improved. It means that after the researcher implemented teaching English plural nouns through bingo got improved. Therefore, there was no more cycle to continue teaching English plural nouns. The mean score of the post-test was 8 is higher than the mean score of the Pre-test was 3.7.

Presents the differences in mean scores between the pre-test and post-test were calculated for the t-test. Based on the level of significant difference was 0.5 with the degree of freedom (DF) was 20: $N-1 = 20-1 = 19$ which could be found the t-table was **2.093**. Therefore, the result of the t-test was $13.6 \geq t\text{-table was } 2.093$ and it could be shown that the score of the t-test was greater than the t-table. It was decided to interpret that bingo games as a useful strategy that could be used to improve teaching English plural nouns.

Based on the score that was marked in the table of classroom observation sheet was **91** which classified as a **very good level**. The teaching and learning process of English plural nouns by using bingo games was running well and interactive smoothly between students and teacher.

CONCLUSIONS

Based on the result of the data analysis, the writer could conclude that bingo games can be used to teach English plural nouns and there were some significant differences between before and after the implementation of teaching English plural nouns through bingo games to the second-grade students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2021.

The bingo games can be considered a helpful strategy and innovative method for teaching English plural nouns to achieve the learning objective of a foreign language. It was indicated that the mean score of the pre-test was 3.7 and after the implementation of teaching English plural nouns the mean score of the post-test was 8.

The difference scores between the pre-test and post-test were calculated with the formula of the t-test was 13.6. Based on the level of significance was $\alpha = 0.05$ met with the 20 degrees of freedom as the score of the t-table is 2.093.

As we have seen the t-test score was 13.6 is greater than the score of the t-table is 2.093. Therefore, it was decided to be interpreted that there were some significances between before and after the implementation of teaching English plural nouns by using bingo games to the second-grade students of Eskola de Hospitalidade e Turismo Becora Dili in the school year 2021.

Based on the score that was marked in the table from the classroom observation sheet was 91 which is classified as a very good level. The teaching and learning process of English plural nouns by using bingo games was running well and interactive smoothly between students and teacher.

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