



## Phonetics-Based Training in the Pronunciation of the Inflectional -ed Ending: A Pedagogical Intervention Study with EFL Learners

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### Article Info

#### Article history:

Received : 15-04-2026

Revised : 18-04-2026

Accepted : 19-04-2026

Published : 21-04-2026

### Abstract

*This study aims to document and analyse the impact of a pedagogical intervention based on the International Phonetic Alphabet (IPA) on the accuracy of pronunciation of the English -ed inflection among EFL learners with an Arabic language background in the context of Indonesian Islamic higher education institutions (PTII). This qualitative pedagogical intervention study involved 30 participants (N=30) from several universities and institutions selected using purposive sampling. The intervention was conducted in three structured sessions, integrating form-focused instruction (FFI), memorisation techniques, and mnemonic strategies. Data were collected via observation sheets, field notes, and participant testimonials, and subsequently analysed using thematic analysis (Braun & Clarke, 2006). Thematic analysis yielded three main themes: (1) increased metacognitive phonological awareness, (2) increased self-efficacy in pronunciation, and (3) the role of Islamic communicative motivation as a driver of learning engagement. The IPA-based intervention supported by mnemonic strategies proved to be effective and contextually relevant for the population of EFL learners with an Arabic language background at PTII. These findings strengthen the empirical basis for the design of EFL pronunciation curricula.*

**Keywords :** *-ed Inflection, IPA-based pronunciation, Islamic higher education*

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## INTRODUCTION

Just as mastery and use of the Arabic language is crucial for students at several Islamic universities—especially those majoring in Arabic Language Education or Islamic Religious Education—English has also become a fundamental competency to be acquired, given its status as an international language. The anxiety among the majority of beginner English learners regarding the complexity of English linguistic aspects is often clearly manifested in a lack of confidence among novice learners in the English language classroom. The fundamental competence EFL learners can achieve are that reading comprehension and vocabulary, grammatical aspect, speaking skill, dictation and listening comprehension, and writing comprehension and their exercises. (Kadiatmaja, 2018)

Fundamental aspects of English grammar and word pronunciation constitute a category frequently encountered by learners. Kadiatmaja (2021) argues that English language learning is closely related to grammatical aspects. Surabaya is the second largest city after Jakarta. In Indonesia, several private higher education institutions offer Arabic Language programmes, such as STAI Ali bin Abi Thalib, STDI Imam Syafi'i Jember, Ma'had Umar bin Khattab (UM Surabaya), LIPIA Jakarta, and several other private universities. These institutions naturally not only offer Arabic Language Education programmes but also provide students with broader knowledge through English language courses. Furthermore, their graduates are expected to be capable of continuing the



relay of Islamic *da'wah* not only locally and nationally but also globally. This therefore constitutes a socio-religious challenge for every student at Islamic universities to master more than one foreign language, namely Arabic and basic English.

Kadiatmaja (2024) states that the fundamental aspects of writing and speaking in English must be thoroughly mastered by every learner. This programme reinforcement is also in line with the assertion by Hasyim et al. (2026) that standardised rules governing the absorption of foreign elements from several languages are often unable to keep pace with the rapid emergence of new terminology in cutting-edge science. Thus, beyond the use of basic English grammar aspects such as the use of past participles—which students generally encounter in their university courses—the limited competence of learners with respect to pronouncing words correctly and in accordance with international standards using the International Phonetic Alphabet (IPA), and the integration thereof toward strengthening morphological and lexical aspects, constitutes one of the principal reasons for implementing this programme.

According to Kadiatmaja (2022), the past participle is a verb form that can be identified by being preceded by have or a be-form, and by being terminated with the -ed inflection, although in English there are several variations in the context of irregular verbs in the third form. In improving the context of the irregular verb in the third form, the related discussion of the difference between passive and active meaning, passive voice functions, passive voice form, and the usage of passive voice can be learned intensively (Kadiatmaja, 2021b). Therefore, guidance and education on pronouncing the -ed inflection constitute a fundamental requirement for producing correct words in sentence production when speaking. To master speaking skills, it needs some daily practices about sentence pattern. Kadiatmaja (2025) states that pattern practice is a sentence-generating activity that incorporates the practical components of grammar. The complexity of grammar often causes confusion for test takers, making it difficult for them to fully understand and apply the required skills (Kadiatmaja, 2025). Slobin (2007) elaborates on the fundamental phonological aspect relating to the classification of the -ed form into three pronunciation modes: /t/, /d/, and /ɪd/. Since the program is also connected to morphophonology.

The integration to the certain related topic: past participle is included. According to Kadiatmaja (2022), the past participle is a verb form that can be recognised by being preceded by have, be-form, and ending with the inflection -ed, although in English there are several variations in the context of irregular third form verbs. The past participle is can be from a verb, is either as an adjective or a construction of the verb tense, and most frequently end with -ed, -d, -t, -en, or -n. (Kadiatmaja, 2022). Therefore, guidance and education on the pronunciation of the -ed inflection is fundamental in pronouncing words in a sentence when speaking. Slobin (2007) explains the fundamental aspects of phonology related to the classification of the pronunciation of the -ed form into three ways: /t/, /d/ and /ɪd/. Mousalli and Cardoso (2021) also add that the -ed form in English can be pronounced as /t/, /d/ or /ɪd/ based on the ending sound attached to the verb. This is expected to strengthen the vital aspect of pronouncing words phonologically correctly so that one can speak fluently and clearly.

Based on the researcher's experience, who is also a lecturer in English, the lack of basic comprehension among some learners in recognising word types, pronunciation, and sentence production in speaking became the basis for implementing a mentoring and education programme



on how to pronounce inflected forms ending in -ed based on IPA. In this case, the proposer's scientific knowledge and competence in the fields of English language teaching (ELT), applied linguistics, and academic writing are relevant to students' need for knowledge in pronouncing words and producing words correctly and accurately according to their phonetic transcription, as well as according to the standard rules of English based on IPA, especially when speaking English in public. Zimman (2020) argues that IPA is a standardised system that provides a relationship between symbols and sounds with the aim of covering all human pronunciation from several languages. Zhang (2022) also states that IPA provides a standardised representation of spoken language using symbols that describe segmental features of consonants and vowels, as well as suprasegmental features such as stress and tone. This is therefore crucial and necessary for global Islamic preaching in the long term. Mubireek (2025) states that acquiring English is vital for global Islamic preaching as it improves communication and can be used to spread Islamic teachings, as well as sharpening the quality of connections within the global community. Consequently, this forms the basis for implementing this community service programme, as it is relevant to English for Specific Purposes (ESP) teaching.

This IPA-based program of guidance and education on the pronunciation of the -ed inflection in regular verbs aims to raise learners' awareness of and improve their perception and production of the correct sounds of words in terms of phonology in general. In line with students' needs regarding the correct pronunciation of basic forms, particularly the -ed inflection, the program also aims to improve clarity of communication and reduce confusion about the pronunciation of the -ed inflection among learners with different perspectives. This aligns with the researcher's expertise in applied linguistics, English language teaching, and scientific writing. The program is expected to improve basic comprehension of how to correctly pronounce the -ed inflection form based on IPA.

Mentoring and education on the pronunciation of the -ed inflection based on IPA are expected to positively impact sound pronunciation skills and communication effectiveness in the short term. More effective communication is determined by increased knowledge of pronunciation, sound stress placement, and intonation—all crucial aspects for conveying meaning in English. Meanwhile, knowledge of pronunciation, sound stress, and intonation for clarity and accuracy in conveying the correct meaning in Islamic preaching has positive long-term implications for students who aspire to continue the Sunnah preaching tradition locally, nationally, and globally.

## **METHODOLOGY**

### **Research Design**

This study adopts a qualitative pedagogical intervention study design, which is structured to explore the implementation and immediate impact of a targeted instructional programme. This design was selected because it is associated with a deep and contextualised understanding of how EFL learners with an Arabic language competency background respond to and perceive IPA-based pronunciation training within their specific educational environment (Creswell, 2008). The qualitative approach is highly suited to capturing the nuances of learners' metacognitive awareness, self-efficacy, and motivational shifts during the learning process.



This study encompasses a single comprehensive intervention cycle consisting of three phases: (1) material preparation and design, (2) implementation of three teaching sessions, and (3) evaluation through qualitative data analysis. Although the study design does not include quantitative pre-tests and post-tests—an acknowledged limitation—its focus on participants' experiences and perceptions, particularly in providing understanding of meaningful processes, remains its central strength.

**Participants and Setting**

This study was fully supported by a collaboration between STAI Ali bin Abi Thalib, an Islamic higher education institution located in Surabaya, and The Mushlih Institute, an institution whose programme focus includes English language proficiency preparation programmes in Surabaya. Participants consisted of 30 EFL students (N=30) enrolled in this programme. Purposive sampling was applied to select participants meeting specific criteria: (1) actively enrolled at an Islamic higher education institution especially in Surabaya; (2) possessing a primary academic background or strong foundational knowledge in Arabic language, representing the target demographic of Arabic-background EFL learners; and (3) having self-reported accounts of difficulties with English pronunciation complexity, particularly the -ed inflection.

Although CEFR proficiency levels were not formally tested prior to the intervention—an acknowledged limitation that needs to be addressed in subsequent research—the participants were generally categorised as beginner-to-intermediate EFL learners based on their placement and levelling. The participants, comprising lecturers, academics, practitioners, and students (both male and female), reflect a diverse demographic profile.

**Pedagogical Intervention**

The intervention, entitled 'Phonetics-Based Training in the Pronunciation of the -ed Inflection', was conducted in three structured sessions encompassing five core instructional materials. The programme was designed to bridge the gap between theoretical phonological knowledge and practical communicative application.



Figure 1: Roadmap of the English Phonology Webinar



Session 1: Phonetics-Based Phonology Fundamentals (IPA). This session introduced the fundamental concepts of English phonology and the International Phonetic Alphabet (IPA). The focus was on the distinction between voiceless and voiced sounds—a critical prerequisite for understanding the rules of -ed inflection. Participants were introduced to the IPA chart and trained to identify sound properties articulatorily.

Session 2: Form-Focused Instruction (FFI) on the -ed Inflection. In this session, the presenter explicitly taught the three pronunciation rules for the -ed ending in regular past tense and past participle forms (/t/, /d/, or /ɪd/). FFI was employed to direct learners' attention to specific phonological environments for determining each allomorph. Minimal pair exercises and categorisation of regular verbs constituted the main activities of this session.

Session 3: Mnemonic Strategies and Practical Application. The final session integrated rote-learning and mnemonic devices to assist learners in remembering the rules. For instance, specific acronyms or visual associations were created for the voiceless consonants that trigger the /t/ sound. Participants then engaged in controlled and communicative exercises, applying these rules in constructing sentences and delivering short Islamic admonitions in English, thereby connecting their linguistic skills with their communicative motivation.

### **Data Collection Instruments**

To obtain a comprehensive picture of the intervention's impact, data were collected using three primary qualitative instruments. *Structured Observation Sheets*. During the training and practice sessions, the researcher employed a structured checklist to monitor participants' engagement, their ability to correctly identify voiced/voiceless sounds, and their accuracy in applying the -ed pronunciation rules during controlled exercises. *Field Notes*. Detailed field notes were maintained throughout the intervention to record contextual observations, participants' spontaneous reactions, challenges encountered during specific activities, and the overall classroom dynamics. *Participant Testimonials (Feedback Forms)*. At the conclusion of the intervention, participants completed a feedback form containing open-ended questions. These questions were designed to elicit their perceptions of the training's effectiveness, changes in their confidence levels (self-efficacy), and their understanding of the pronunciation rules (metacognitive awareness).

### **Data Analysis**

The qualitative data collected from the observation sheets, field notes, and participant testimonials were analysed using thematic analysis (Braun & Clarke, 2006). The analytical process involved several iterative steps: (1) familiarisation, namely repeated reading of all data to achieve comprehensive understanding; (2) coding, namely the generation of initial codes to label significant features of the data relevant to the research objectives; (3) theme generation, namely the clustering of codes into broader, overarching themes; and (4) theme review and refinement, namely the review of identified themes against the dataset to ensure accuracy of representation.

To ensure the trustworthiness of the findings, data triangulation was applied by cross-referencing observation results with participant testimonials. In addition, an informal member-checking process was conducted through brief group discussions at the end of each session, during which the researcher reflected initial interpretations to participants for confirmation and correction.



## **Ethical Considerations**

Ethical guidelines were strictly adhered to throughout the research process. Prior to the commencement of the intervention, all participants were fully informed about the objectives, procedures, and voluntary nature of their participation. Informed consent was obtained from each participant. To ensure confidentiality and anonymity, all personally identifiable information was removed from the data, and participants were assured that their responses would be used solely for academic research purposes.

## **RESULTS AND DISCUSSIONS**

The pedagogical intervention 'Phonetics-Based Training in the Pronunciation of the -ed Inflection' was successfully implemented across three sessions with 30 EFL learners from several Islamic higher education institutions and various institutions across Indonesia. The qualitative data collected through observation sheets, field notes, and participant testimonials were analysed thematically, yielding three main themes that underline the intervention's impact.

### **Enhanced Metacognitive Phonological Awareness**

One of the most prominent outcomes of the IPA-based training was a marked improvement in participants' metacognitive phonological awareness. Learners demonstrated a greater capacity to consciously identify, analyse, and reflect upon the phonological rules governing the -ed inflection. Prior to the intervention, many participants struggled to articulate why specific -ed endings sounded different, frequently relying on rote memorisation without understanding the underlying phonetic principles.

Following the intervention, field notes indicated a shift toward a more analytical approach. Observations repeatedly noted participants self-correcting or articulating the reasoning behind the specific pronunciation of /t/, /d/, or /ɪd/ based on the voicing of the preceding sound. Participant testimonials confirmed this; one learner stated: "I used to just guess. Now I understand the rules of voiced and voiceless sounds, and I can think through how to pronounce -ed correctly."

These findings are consistent with the literature on the role of IPA in fostering deeper phonological understanding, moving learners beyond mere imitation toward conscious control over their pronunciation (Lane, 2010; Zimman, 2020). Explicit instruction on IPA symbols and the phonetic properties of sounds provided a cognitive framework enabling learners to internalise the rules more effectively, thereby enhancing their capacity to monitor and regulate their own pronunciation. This corresponds with the theory of metacognitive awareness in language learning (Lane, 2010), wherein learners who are able to reflect on their own phonological processes tend to demonstrate more sustained pronunciation accuracy.

### **Enhanced Self-Efficacy in Pronunciation**

Prior to the training, many learners expressed apprehension and a lack of confidence when attempting to pronounce words with -ed endings, particularly in communicative tasks. This was evidenced by hesitant utterances and avoidance of past tense forms. Given that the intervention also contributed significantly to improving participants' pronunciation self-efficacy, several foundational measures were undertaken.



Figure 2: Excerpt from the Phase 1 Webinar Implementation (2 materials).

The staged and structured approach of the intervention, coupled with consistent practice and positive reinforcement, gradually built their confidence. Observation sheets revealed a progressive reduction in hesitation and an increased willingness to produce the -ed inflection during practice sessions. Participant testimonials frequently highlighted this newfound confidence. One participant remarked: "I used to be afraid to use past tense verbs because I was unsure how to pronounce the -ed. Now I feel much more confident, and I try to use them more often."

These findings are consistent with Bandura's (1997) self-efficacy theory, which posits that successful experiences and mastery experiences contribute to an individual's belief in their capacity to execute behaviour competently. By providing clear rules, mnemonic aids, and opportunities for guided practice, this intervention cultivated a sense of achievement that directly impacted participants' self-perceptions of their ability to accurately pronounce the -ed inflection. This enhancement of self-efficacy is significant not merely as an affective outcome, but also as a critical mediator in the long-term development of phonological competence.

### **The Role of Islamic Communicative Motivation**

The research context within Islamic higher education enabled the integration of learning objectives with participants' broader religious and social aspirations. The task of composing and delivering short Islamic admonitions in English provided a meaningful and authentic context for applying newly acquired pronunciation skills.

Field notes repeatedly documented heightened levels of engagement and enthusiasm, surpassing those observed during more generic practice activities. Participants articulated a strong desire to master English pronunciation for the purpose of effectively conveying Islamic teachings to a global audience. One testimonial illustrated this powerfully: "Learning English pronunciation, especially for verbs, is important to me because I want to share the Islamic message with people from different countries. If my pronunciation is clear, they will understand better."

These findings underscore the importance of culturally relevant pedagogy and intrinsic motivation in language learning (Dörnyei, 2001) and in the the linguistic structure of La Ilaha Illallah as an integrated model for English for Islamic Studies (EIS) pedagogy (Nuha dkk., 2026). The alignment of learning tasks with deeply held values and a sense of purpose transformed a potentially challenging linguistic exercise into a highly motivating endeavour. This demonstrates how a specific cultural context can significantly enhance pedagogical effectiveness, while



simultaneously reinforcing the argument that EFL curriculum design at PTII needs to explicitly integrate Islamic motivational dimensions as a pedagogical resource.

### Cross-Thematic Discussion and Theoretical Implications

The three identified themes—metacognitive awareness, self-efficacy, and Islamic motivation—do not stand in isolation; rather, they interact within a complex learning ecology. Enhanced metacognitive awareness empowers participants to monitor and regulate their pronunciation, which in turn builds self-efficacy. Higher self-efficacy encourages participants to take greater linguistic risks—namely, the willingness to produce the -ed inflection in communicative tasks—which creates a positive reinforcement cycle. Islamic communicative motivation serves as an affective catalyst that intensifies this entire process, providing a purpose that transcends the linguistic task itself.

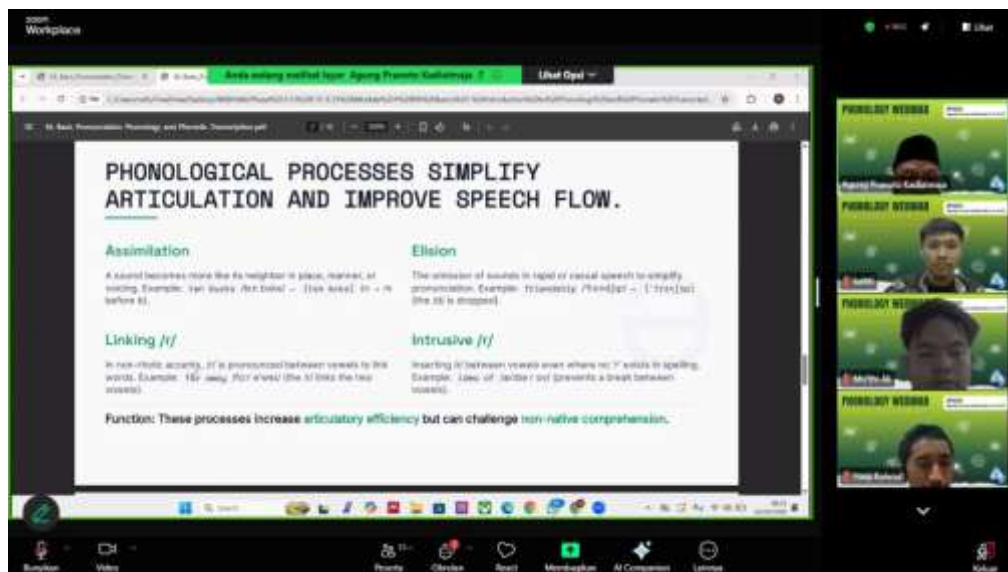


Figure 3: Excerpt from the Phase 2 Webinar Implementation (3 materials).

Theoretically, these findings correspond with Second Language Acquisition (SLA) frameworks that emphasise the importance of explicit instruction (Spada & Lightbown, 2008), metacognitive strategies (Lane, 2010), and motivational factors (Dörnyei, 2001) in overcoming pronunciation challenges. Furthermore, these findings contribute to the understanding of how learners' identities and values—in this case, Muslim identity and da'wah aspirations—can serve as an under-utilised pedagogical resource in EFL instruction.

Several detailed activities conducted under this programme include the following:

1. Socialisation of guidance and education online via a webinar on the programme of pronunciation of the -ed inflection ending. The activities in this first phase focused on strengthening basic English phonology aspects to enhance participants' competence and confidence in speaking. The first stage comprised the delivery of Material I on Basic Pronunciation Aspects: Phonology and Phonetic Transcription, and Material II on Voiceless Sounds and Voiced Sounds, conducted during the first phase/session. This activity was attended by 30 participants across Indonesia. The strengthening of the foundational classification of basic English phonology aspects was conducted through an interactive lecture method with a Q&A session and small group discussions.



2. Effective steps for guidance and education on the -ed inflection pronunciation programme. The activities in this second phase also served to bridge the gap between participants' still-incomplete foundational understanding of phonological aspects and the use of past participle in sentence structure in the morphological and syntactic aspects. The second phase/stage was conducted by explaining effective methods for understanding the pronunciation of the -ed inflection in verbs, beginning with the introduction of material related to mnemonic techniques. The introduction of materials in the second session began with past participle, followed by elaboration of material on Regular Verbs and Irregular Verbs in the third session. Accordingly, from these three sessions, foundational knowledge was obtained relating to the pronunciation of the -ed inflection in verbs and related word forms to facilitate comprehension of the core material.
3. Implementation and Finalisation of the -ed Inflection Pronunciation Guidance and Education Programme. In this third phase/stage of the programme, the final phase comprised a summary and review of Materials 1 through 5 delivered by the presenter. This was followed by the moderator summarising the materials. Prior to the Official Closing and Virtual Group Photo as the closing ceremony by the master of ceremonies, a feedback form link was distributed to participants as an activity evaluation, along with the distribution of links to the material summary and the webinar recording session.

The final outcome of this -ed Inflection Pronunciation Guidance and Education Programme is that every participant has become acquainted with the benefits of guidance and education on the pronunciation of the -ed inflection in verbs and its usage. Moreover, the benefits acquired by every participant in this IPA-based -ed inflection pronunciation guidance and education programme constitute short-term positive implications for improving pronunciation skills and the effectiveness of English communication. This programme also provides long-term positive implications for communication and for propagating Islam globally.

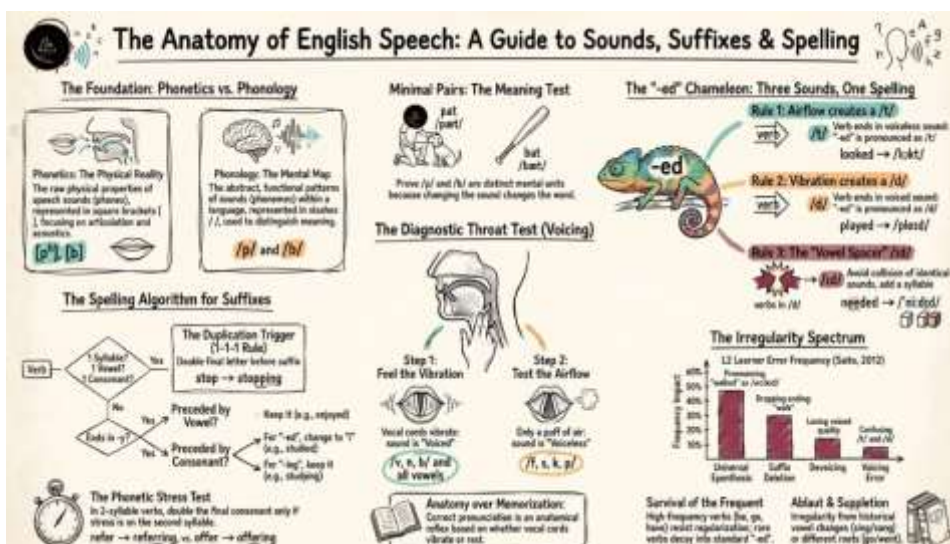


Figure 4: Visual Summary of Materials 1–5.

This is substantiated by the statement of one academic participant in the field of education from Ta'zhimussunnah Semarang: "I thanks to the speaker who gives me clear explanation. May Allah grant you with the best reward."



With the successful implementation of the -ed Inflection Pronunciation Guidance and Education Programme for all participants—the majority of whom are university students—it is evident that participants not only acquired theoretical knowledge at each session but also practical skills in pronunciation and communicative effectiveness in English. Consequently, when required in the long term for communication and for propagating Islam globally, each participant will already possess competence in phonetic and basic pronunciation aspects. This constitutes a long-term positive implication for every participant who also holds a vision to continue the relay of Sunnah da'wah not only locally and nationally but also globally.

The development of communicative effectiveness in this programme has successfully raised awareness of the importance of competence in pronunciation, sound stress placement, and intonation—all of which are crucial aspects for conveying meaning in English. This is also evidenced by the improvement in their proficiency. Meanwhile, the development of knowledge regarding pronunciation, sound stress, and intonation is evidenced by the improvement in clarity and accuracy in conveying correct meaning, particularly in the context of Islamic da'wah.

It is hoped that this initiative will serve as an initial step in building a culture of good, accurate, and grammatically correct English usage when constructing sentence structures, as well as phonetically correct pronunciation of the basic aspects of words across various word forms—particularly the application of how to read and pronounce the -ed inflection in verbs. Furthermore, participants who have undergone the training will be encouraged to become local cadres tasked with delivering further English education to the surrounding community, particularly the younger generation or secondary school students at the junior or senior high school level.

### **Research Limitations**

As a qualitative intervention study, this research primarily focuses on documenting processes and exploring participants' perceptions and experiences. Although thematic analysis revealed significant positive changes, the absence of objective quantitative measures—such as pre- and post-intervention pronunciation tests with acoustic analysis or assessment by independent raters—means that claims regarding quantitative improvements in pronunciation accuracy cannot be made definitively. The relatively small sample size (N=30) and the specific context also limit the generalisability of the findings. Additionally, the absence of formal CEFR proficiency level testing prior to the intervention represents a methodological limitation that needs to be addressed in subsequent research.

### **CONCLUSION**

This pedagogical intervention study has successfully documented the implementation and qualitative impact of an IPA-based training programme on the pronunciation of the English -ed inflection among EFL learners with an Arabic language competency background in Indonesian Islamic higher education. The research findings robustly demonstrate that a structured intervention integrating form-focused instruction, rote memorisation, and mnemonic strategies significantly enhanced learners' metacognitive phonological awareness and fostered their pronunciation self-efficacy. Furthermore, this study uniquely highlights the profound positive role of Islamic communicative motivation as a powerful intrinsic driver for engagement and learning within a specific cultural context.



Although this study provides valuable qualitative insights and strong pedagogical implications for EFL curriculum design in similar PTII environments, its limitations—particularly the absence of quantitative measures for pronunciation accuracy and the relatively small sample size—must be acknowledged. Nevertheless, these results strongly suggest that mnemonic-supported IPA-based intervention is effective and contextually appropriate for this under-researched population.

Future research should consider the use of a quasi-experimental design to quantitatively validate the observed pronunciation accuracy improvements, including pre-post acoustic testing and evaluation by trained independent raters. Moreover, further exploration of the interaction between cultural motivation and language learning outcomes in diverse EFL contexts would constitute a highly promising research direction. Longitudinal research is also needed to examine the long-term retention of phonological skills acquired through such interventions.

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