



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Diindungi Undang-Undang  
© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

**THE COMPARATIVE STUDY BETWEEN THE STUDENTS IMPROVEMENT IN  
SIMPLE PAST AND PAST CONTINUOUS WITH USING TENSES  
VISUALIZATION DIAGRAM AND THE TENSES FORMULA OF THE SECOND  
YEAR STUDENTS AT *MTs NU ASTANAJAPURA***

**A THESIS**

**Submitted to the English Education Department of *Syekh Nurjati* State for Islamic  
Studies in Partial Fulfillment of the Requirements for Islamic  
Scholar Degree in English Education**



**By:**

**NOVI BASTIATI**

**Reg. Numb: 58430683**

**ENGLISH EDUCATION DEPARTMENT OF *TARBIYAH* FACULTY OF  
*SYEKH NURJATI* STATE INSTITUTE FOR ISLAMIC STUDIES  
CIREBON**

**2012**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## PREFACE

Bismillahirrahmaanirrahim.

In the name of Allah, Most Gracious, Most Merciful. All praises be to Allah, the Cherisher and Sustainer of the world. The writer has been capable of carrying out and finishing her thesis. The writer innovation and safety always be given to the prophet Muhammad (peace be upon him), his family, his companions, and his followers till the end of the world. The thesis entitled in **“THE COMPARATIVE STUDY BETWEEN THE STUDENTS IMPROVEMENT IN SIMPLE PAST AND PAST CONTINUOUS WITH USING TENSES VISUALIZATION DIAGRAM AND THE TENSES FORMULA OF THE SECOND YEAR STUDENTS AT MTS NU ASTANAJAPURA”** is submitted to the English Educational program Department of *Tarbiyah* Faculty of *SyekhNurjati* State Institute for Islamic Studies in partial fulfillment of the requirements for Islamic Scholar Degree in English Education.

In composing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So, the writer would like to convey her sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Mukhtar, MA., Rector of *IAIN Syekh Nurjati Cirebon*.
2. Dr. Saefudin Zuhri, M.Ag., the Dean of *Tarbiyah Faculty* of *IAIN Syekh Nurjati Cirebon*



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

3. Dr. Hj. HuriyahSaleh, M.Pd, the Chairwoman of English Education Department of *IAIN Syekh Nurjati Cirebon* and also as the first supervisor who guided, advised, helped, and gave motivation to the writer
4. Hj. Amroh Umaemah, M.Pd as the second supervisor.
5. Tedi Rohadi, M.Pd, S.E, Dipl. TEFL as the first examiner.
6. Mustopa, M.Ag as the second examiner.
7. All lecturers in English Education Department at the State Institute for Islamic Studies (*IAIN*) *SyekhNurjati Cirebon*.
8. Drs. Moch. Sholeh Muhdy as the head master of *MTs NU ASTANAJAPURA*.
9. Halimatussa'diyah, S.Pd.I as the English teacher of *MTs NU ASTANAJAPURA*.
10. All my friends in English Education Department at the State Institute for Islamic Studies (*IAIN*) *Syekh Nurjati Cirebon* who always gave motivation, and great help in writing this thesis.

The writer also realizes that this thesis is far from perfect. For this reason, the writer invites the reader to give any suggestions, correction, and comments for revision if it is needed.

I hope that this thesis will become a great valuable contribution to the thoughts of anybody who reads it, especially for the writer herself and all reader who want to improve their English.

Cirebon, July 2012

Writer



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## TABLE OF CONTENT

	Page
<b>ABSTRACT</b>	
<b>RATIFICATION</b>	
<b>THE APPROVAL</b>	
<b>OFFICIAL NOTE</b>	
<b>LETTER OF AUTHENTICITY</b>	
<b>AUTOBIOGRAPHY</b>	
<b>DEDICATED</b>	
<b>PREFACE</b>	
<b>TABLE OF CONTENTS .....</b>	<b>i</b>
<b>LIST OF TABLE .....</b>	<b>iv</b>
<b>CHAPTER I INTRODUCTION</b>	
A.The Background of the Problem .....	1
B.The Identification of the Problem .....	7
C.The Limitation of the Problem .....	8
D.The Questions of the Research .....	8
E.The Aims of the Research .....	9
F.The Use of the Research .....	9



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## CHAPTER II THEORETICAL FOUNDATION

A. Learning of Theory.....	10
B. Learning Grammar.....	11
C. The Basis of Learning Media .....	18
D. Tenses Visualization Diagram .....	23
E. The Tenses Formula .....	25
F. Frame of Thinking .....	30
G. The Hypothesis of the Research .....	31

## CHAPTER III THE METHODOLOGY OF THE RESEARCH

A. The Objective of the Research .....	33
B. The Place and the Time of Research .....	33
C. The Method of Research .....	34
D. The Variables of Research .....	35
E. The Population and The Sample .....	36
F. The Techniques of Collecting Data .....	37
G. The Technique of Analyzing Data .....	39

## CHAPTER IV THE RESEARCH FINDING

A. The Students Improvement in Simple Past and Past Continuous With Using Tenses Visualization Diagram .....	41
B. The Students Improvement in Simple Past and Past Continuous With Using The Tenses Formula .....	45
C. Test Requirements Analysis .....	49



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

D. Comparison Between Students Improvement in Simple Past and Past

Continuous With Using Tenses Visualization Diagram and tenses

Formula ..... 65

E. Discussion ..... 73

**CHAPTER V CONCLUSION AND SUGGESTION**

Conclusion ..... 75

Suggestion ..... 76

**BIBLIOGRAPHY**

**APPENDIX**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## LIST OF TABLE

<b>Table 1</b> .....	<b>41</b>
<b>Table 2</b> .....	<b>46</b>
<b>Table 3</b> .....	<b>50</b>
<b>Table 4</b> .....	<b>53</b>
<b>Table 5</b> .....	<b>57</b>
<b>Table 6</b> .....	<b>61</b>
<b>Table 7</b> .....	<b>63</b>
<b>Table 8</b> .....	<b>65</b>
<b>Table 9</b> .....	<b>66</b>
<b>Table 10</b> .....	<b>66</b>
<b>Table 11</b> .....	<b>67</b>
<b>Table 12</b> .....	<b>69</b>



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

All people know English is an International language and is very important. However, many people can not speak English very well although have studying from the fourth year of elementary school until senior high school and even there is study until the university, but they still difficult to understand and speak English.

English has the rules of language or grammar and grammar is very important to study for the students in Indonesia especially about tenses. This is because with studying tenses the structures of our speaking is never wrong. Tenses is also the basic of grammar with studying grammar, especially studying about tenses our translation will be right too. However, now many students hate this subject “because they feel that studying grammar is the same as studying mathematics, physics, and others which refer to any formula”. (Priajana, 2009:67).

Khotimah (2005), Novita (2010), Ulpah (2010), studied some techniques in teaching grammar. The technique to teaching and method of teaching have been explored by some researchers.

Khotimah (2005), researched the effectiveness teaching and learning grammar through communication language teaching (CLT). In her thesis “in learning English grammar the students often fail in their study fail to communicate it either with their class mates or the other students” (Khotimah: iii). This is because the





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

teaching and learning English especially study grammar was boring and uninteresting for students. The fact that the students need to study grammar because with studying grammar the students can understand, can know when they use of tenses and they not fail to communicate their ideas either with their classmates. For that goal, she used (CLT) or Communicative Language Teaching, she said with this method, it is “hoped to be more effective than be the method which use generally” (Khotimah,2005:5).

After the data has been analyzed the writer has conclude that the problem faced by the students are: the material of grammar is difficult to be understood (47,64%), the time of teaching and learning English is not interesting (47,60), the students’ opinion in learning grammar is that the communicative language teaching is good used in the classroom (50,00%), and the result of students’ grammatical achievement are the result of the simple past tense is 70,2 the result of the present simple tense is 70,9. Its means that the students grammatical achievement is good. (in Abstract Khotimah,2005).

But I think if the teacher teach with use this method for to improvement student’s communicate it is good but if the teacher teach grammar especially tenses with use this method can make boring and just some students can understand with this method. Because teaching of grammar with this method can not effective and misunderstanding, in this year this method makes boring and difficult to understand as Puspitasari (2011:173) states that “these teacher argue that the teaching of grammar can only be effective if grammar is presented through



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

repetition and rote drills can make misunderstanding if teaching using CLT”. I think the teacher should use game for teaching and learning grammar can be very attractive, interactive, fun and make the students do not feel bored.

Novita (2010), studied The effect of English songs on the students’ mastery of noun clauses, in her thesis “to help the students more interested and understand easily, the writer uses the teaching strategy by making use of English songs”. In her thesis, after she research in the school she was analyzed there is any positive and significant effect of English songs on the students’ mastery of noun clauses.

The calculation by using t-observed ( $t_o$ ), it is known that the value of t-observed ( $t_o$ ) is 16,67. If it is consulted to the critical value of t-table with significant 5% and the degree of freedom 28, the t-table is 2,05. This means that the null hypothesis ( $H_0$ ) stated by the writer in chapter one is accepted because the value of “t-observed” (16,67) is higher than the value of “t-table” (2,05). In other words there is positive and significant effect of English songs on the students’ mastery of noun clause (in abstract Novita,2010).

But I think with used this media so the students just knew about noun clauses in the songs and many songs did not grammatical, it is make the difficult to find out noun clauses.

Ulpah (2010), studied The correlation between grammar translation method and the students’ achievement in learning simple present tense in her thesis “teaching simple present tense is the problem to the students because many students still mistakes in making sentences, and many students are less interested



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

in English as a school subject” (in abstract Ulpah, 2010). In her research, she used (GTM) or Grammar Translation Method. I think if the teacher teach with this method, can make the students more misunderstanding because the “students would become more familiar with the grammar of their native language” (Larsen,2000:11).

After the data have been analyzed, the writer concludes that the students’ interest in learning English, especially in learning simple present tense are categorized by “very high correlation” (0,84). It means the students’ ability in present tense can strongly be influenced by their ability in understanding the English reading test. (in abstract Ulpah,2010).

I think if the teacher use this method when teaching reading, usually, the students translate that reading well. The rules of GTM are very traditional “the teacher is the authority in the class room, the students do as says”. (Larsen, 2000:10). So the students just follow the teacher said it make the vocabulary of students do not develop. I think if the teaching of grammar especially tenses, the teacher should use the tenses visualization of diagram because with this media can help the students more understanding. This media can be inform of picture, time symbols for explaining time and by seeing of this media the students understanding what is simple present tense and when they use simple past tense.

Now many students are afraid of studying grammar because they feel grammar is confusing and boring before studying this subject they have opinion



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

about grammar is difficult to understand, grammar is confusing and they afraid if theirs brain can not accept the lesson of grammar and other opinions come up about grammar of the students. According to Yunita Puspitasari (2011:173), “Most of the students are afraid of the subject, they think that learning English mean facing numerous language rules and patterns”. I think what are they afraid if they have not tried studying it yet?, if they have not tried studying grammar yet so they can not understand it. Students should waste afraid of this opinion, the teacher should making the teaching fun, and enjoyable the students if study grammar especially simple past tense.

According to Priajana (2009:63) “Grammar is sometimes defined as the way words are put together to make correct sentences”. I agree with Priajana statements, but grammar does not only put together the words to make correct sentences but to analyze text. With studying grammar we can know the right tenses so, our translation is good. O’Grady and Dobrovolsky, (1992:4) also think that grammar can help in translation.

According to Condro Nur Alim (2009:163) “Tense is considered as one of the difficult parts of English lesson by most of young learners”. The problems in tenses do not only exist in Elementary school students, but in the University too. Many students do not know the relationship when we get difficulties to use and understand tenses especially in simple past, past continues, and past perfect continues.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

The common problems of English language structure have to be overcome by all students, and the difficulties they find are similar in all parts of the world. States that “regional differences can always be dealt with by the teacher, who should be aware of the particular problems of his students”(Alim:163,in Bambang Yudhi Cahyono). The factor is not only from the students who make many students difficult to understand of grammar especially to understand tenses, but also the factor comes from the teacher. If the teaching is boring so it will make the students just study but they don not understand, because the teacher do not communicative with the students and the teaching do not used media as helped the teacher. “All students want to speak, write, and read the normal accepted English of today” (Priajana:67, in Bambang Yudhi Cahyono), and the students do not understand of grammar because they felt study grammar such as study mathematics, physics, which there is the formula. especially in simple past tense, and past continues tense.

From previous studies, methods (Khotimah,2005), (Ulpan,2010), and Media (Novita,2010). Their methods of teaching can accepted to their students but if the teaching only used methods so, the achievement did not perfect. Beside that if the used method did not suitable so the achievement is failed and then used media with songs for improvement in noun clauses it is good, but the students only knew the noun clauses in songs. So the knowledge to improvement of noun clauses only in many songs are not grammatical it is difficult to find out the noun clause.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

From these problem the writer will be give the solution for creative teaching grammar, as we know the grammar is difficult to understand for students, so the teacher need to build up creative teaching grammar. Not only the suitable of used method beside that the teacher need media for support the teaching and good achievement, in the grammar especially in tenses many formula it make the students confused. So the solution are the tenses visualization diagram and the tenses formula. Because media of the tenses visualization diagram is “to make the learning teaching process easier, then the students acceptance process easier, faster and kept in their mind longer” (Antoni,2003). And the tenses formula is the mixed the formula. In order to the writer will be know how far the students improvement in simple past and past continues with using tenses visualization diagram and the tenses formula of the second year students at *MTs NU ASTANAJAPURA*.

## **B. The Identification of The Problem**

The problem in this research is classified into the following section:

### **1. The Field of The Research**

The field of the research of this thesis is grammar especially in simple past and past continuous.

### **2. The Kinds of The Problem**

The kind of problem from this thesis are the students do not understand about grammar, simple past tense and past continuous tense.

### **3. The Main of Problem**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

The main problem of this thesis is in this year students are afraid study grammar because they feel grammar is boring and difficult to understand according to Yunita Puspitasari (2011:173) she said “most of the students are afraid of the subject, they think that learning English mean facing numerous language rules and patterns”.

### **C. The Limitation of The Problem**

The writer has divided it into three kinds of problem, they are students improvement in simple past and past continuous with using tenses visualization diagram, the students improvement in simple past with using the tenses, and analyzing the data.

### **D. The Questions of The Research**

1. How far is the students improvement in simple past and past continuous with using tenses visualization diagram?
2. How far is the students improvement in simple past and past continuous with using the tenses?
3. Is there any positive and significant comparison between the students improvement in simple past and past continuous with using tenses visualization diagram and the tenses?

### **E. The Aims of The Research**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

The aims of the research that will be obtained are as follows:

1. To find out the data of students improvement in simple past and past continuous with using tenses visualization diagram.
2. To find out the data of students improvement in simple past and past continuous with using the tenses.
3. To know if there is any positive and significant comparison between the students improvement in simple past and past continuous with using tenses visualization diagram and the tenses.

#### **F. The Use of The Research**

The writer product hoped to be able to increase developing of grammar, the writer hoped with this thesis the students did not hate to study of grammar, understanding in grammar especially in simple past and past continuous.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

## BIBLIOGRAPHY

- Alim, Condro Nur. *Incorporating Short Stories To Help Young Learners Understand English Tense*. In Bambang Yudi Cahyono And Nur Mukminatien (Edt). *Technique And Strategies To Enhance English Language Learning*: (163-172). *Malang: State University Of Malang*. 2011.
- Antoni, Nur. *English Internasional Seminar*. Yogyakarta. 2003.
- Arikunto, Suharsimi. *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Bandung: PT Rineka Citra. 2006.
- Azar, Betty Schramper. *Undersatnding and Using English Grammar Second Edition*. America: Prentice Hall Regents. 1989.
- Allen, W. Stannard. *Living English Structure*. Malaysia: Longman Malaysia. TCP.1974.
- Cahyono, Bambang Yudi And Utami Widiati. *The Teaching Of EFL Grammar*. In *Teaching Of English As A Foreign Language In Indonesia*: (87-106). *Malang: State University Of Malang Press*. 2011.
- Cameron, Lynne. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press. 2001.
- Daryanto. *Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Penerbit Gava Media. 2010.
- Novita, Feri. *The Effect of English Songs on The Students' Mastery of Noun Clauses of the Second Year Students At SMA Muhammadiyah I Cirebon*. Cirebon: *State College For Islamic Studies (STAIN)*. *Unpublished Thesis*. 2010.
- Gustaf. *The Tenses Formula. Pare*: Kresna English Language Institute. 2009.
- Herrel, and Jordan. *Fifty strategies for Teaching English Language Learners Second Edition*. Columbus, Ohio: Pearson Merrill Prentice Hall. 2004.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkannya atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

Jhonson, Robert. *Elementary Statistic 4<sup>th</sup> Edition*. Boston: PWS-KENS Publishing Company. 1939.

Khotima, Ni'matul. *The Effectiveness Of Teaching And Learning Grammar Trough Communication Language Teaching (CLT) The Second year Students Of MTS Yatamu Pasawahan*. Cirebon: State College For Islamic Studies (STAIN). Unpublished Thesis. 2005.

Larsen, Diane-Freeman. *Techniques and Principles In Language Teaching Second Edition*. In The Grammar Translation Method: (10-22). China: Oxford University Press. 2000.

Mahmudah. The Comparative Study Between The Students' Ability in Verbal and Nominal Sentences in Mechanic and Electric Class at The First Year of *SMK GRACIKA CIREBON*. Cirebon: The English Study Program of Tarbiyah Department The State Collage for Islamic Studies (STAIN). Unpublished Thesis. 2009.

Mas'ud, Fuad. *Essentials of English Grammar A Practical Guide Edisi 3*. Yogyakarta: BPFE-YOGYAKARTA. 2005.

Priajana, Nana. *Improving Students' Grammatical Competence In Speaking*. In Bambang Yudi Cahyono (Edt). *Teaching English With Insights From Linguistics: (67-73)*. Malang: State University Of Malang Press. 2009.

Puspitasari, Yuanita. *Race and Win With Grammar*. In Bambang Yudi Cahyono And Nur Mukminatien (Edt). *Technique And Strategies To Enhance English Language Learning: (173-181)*. Malang: State University Of Malang Press. 2011.

Subana, Moersetyo Rahadi Sudrajat. *Statistik Pendidikan*. Bandung: CV Pustaka Setia. 2005.

Sudjana. *Metoda Statistika*. Bandung: Tarsito. 2002.

Sugiyono. *Metode Pnelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D)*. Bandung: Alfabeta. 2006.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Sumadi and Friends. *Pusat Pengembangan Bahasa Language Development Center STAIN Cirebon*, Book 1, English for STAIN Students. Cirebon: STAIN Press. 2009.

Suyanto, Kasihani K.E. *English for Young Learners Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*. Jakarta: Bumi Aksara. 2007.

Ulpah, Mariya. *The Correlation between Grammar Translation Method And The Students' Achievement In Learning Simple Present Tense At The Third Year Of MTS Pembangunan Plumbon Cirebon*. Cirebon: The State Collage For Islami Studies. Unpublished Thesis. 2005.

<http://ernawahyu-fifornaa.blogspot.com/2010/06/teori-belajar.html>.

<http://skarianty.blogspot.com/2011/03/10-pengertian-teori-menurut-para-ahli.html>.

<http://www.scribd.com/doc/36227217/Teori-Visual>.