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THE EFFECTIVENESS OF INTERPRETATION ACTIVITIES IN LEARNING SIMPLE PAST TENSE AT *MTs N 2 KOTA CIREBON*

A THESIS

**Submitted to the English Language Teaching Department, *Tarbiyah* and
Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute in Partial
Fulfillment of the Requirements of Undergraduate Degree**



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ABSTRACT

Wahyudi. 14111310078: *The Effectiveness of Interpretation Activities In Learning Simple Past Tense At Mts N 2 Kota Cirebon.*

Grammar takes important position in language learning. Grammar and language cannot be separated. Consequently, if language no grammar, it never be good spoken or good written. But, in fact, most of student of junior high school still low in understanding about grammar especially in learning simple past tense. To solve that problems, the researcher try to use interpretation activity. It is conducted because Interpretation Activity as alternative approach to grammar teaching considered could solve the problems that is student's has low knowledge about simple past structures, they are failed to recognize regular and irregular form and they are unable to make a simple past sentence correctly.

The research used Quasi-Experimental research. The population of this research is students of eight grades of MTs N 2 Kota Cirebon with the total student were 241. While the sample of this research use cluster random sampling. Class eight-A was the Experimental class consist of 39 students. Here, the research used one group pre-test and post-test design. The researcher use t-test as the technique of collecting the data.

The result of findings show the mean score that student achieve before using interpretation activity was 52.10 in experimental and the score after using interpretation activity was 72.69 in experiment class. its mean that the achievement after the method higher than before using it. From data analysis used t-test formula showed the value of t_o was 3.570 with degree of freedom is 38 in the significance degree (α) of 5% t_{table} was 2.201 and the significance (α) of 1% was 2.704. it means that $t_o > t_{table}$ (t_o was higher than t_{table}). So, the null hypothesis (H_o) was rejected. Then, alternative hypothesis (H_a) was accepted ($H_a : \mu_1 \neq \mu_2$)

Therefore, learning simple past tense using interpretation activity techniques to eight grade student of MTs N 2 Kota Cirebon in academic year 2014/2015 is effective.

Keywords: Effectiveness, Learning, simple Past, Interpretation Activity.



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RATIFICATION

This thesis entitled "The Effectiveness of Interpretation Activities in Learning Simple Past Tense At MTs N 2 Kota Cirebon" written by Wahyudi, student number 14111310078 has been examined on 28th August 2015, it has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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TABLE OF CONTENT

TITLE

ABSTRACT

APPROVAL

OFFICIAL NOTE

LETTER OF AUTHENTICITY

RATIFICATION

AUTOBIOGRAPHY

DEDICATION

MOTTO

PREFACE

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURE

CHAPTER I INTRODUCTION

1.1	Background f The Problem.....	1
1.2	Formulation of the Problem	5
1.2.1	Identification of the Problem.....	5
1.2.2	The Main Problem.....	5
1.3	Delimitation of The Problem.....	6
1.4	Questionof The Problem.....	6
1.5	Aim Of Research.....	6
1.6	Significance of The Problem.....	7
1.6.1	The researcher.....	7
1.6.2	Practically.....	7
1.7	Previous Study.....	7



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CHAPTER II THEORITICAL FOUNDATION

2.1	The Effective Learning	9
2.1.1	Theory of Learning	9
2.1.2	The Effective Learning	10
2.1.3	Criterion of Effective Learning	10
2.1.4	The Goal of Effective Learning	11
2.2	The Description of Grammar	11
2.2.1	Definition of Grammar	11
2.2.2	The Importance of Learning Grammar	12
2.3	The Description of Tenses	12
2.3.1	English Tense	12
2.3.2	The Definition of Simple Past Tense	13
2.3.3	Form of Simple Past Tense	14
2.3.4	The Formula of Simple Past Tense	17
2.3.5	The Use of Simple Past Tense	19
2.4	The Description of Interpretation Activity	20
2.4.1	The Procedures of Using Interpretation Activity	21
2.4.2	The Goal of Interpretation Activity	22
2.5	Frame Work Thinking	23
2.6	The Hypothesis of Research	25

CHAPTER III METODOLOGY OF RESEARCH

3.1	Research Place And Timeline	27
3.2	Method of Research	28
3.3	Population And Sample	29
3.3.1	Population	29
3.3.2	Sample Cluster	30
3.4	Variable of The Research	31
3.5	Techniques of Collecting Data	31
3.6	Instrument Of The Research	33
3.6.1	Validity	34
3.6.2	Reliability	37



3.6.3 Difficulty Index	39
3.6.4 Describing Power	40
3.7 Techniques of Analysis Data	45
3.8 Statistical Hypothesis	46

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

4.1 Research Finding	48
4.1.1 Student Achievement In Learning Simple Past Before Use Interpretation Activity	48
4.1.2 Student Achievement In Learning Simple Past After Use Interpretation Activity	51
4.1.3 The Effectiveness of Interpretation Activity in Learning Simple Past Tense at Eight Grades MTs N 2 Kota Cirebon	53
4.2 The Analysis of Data	55
4.2.1. Quantitative Data Analysis	55
4.3 Hypothesis Testing	55
4.4 Interpretation	56

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion	58
5.2 Suggestion	60

REFERENCES

APPENDICES



CHAPTER 1

INTRODUCTION

This chapter discusses about background of the problem, identification of the problems, delimitation of the problem, formulation of the problem, aim of the problem, significance of the research.

1.1 Background of the Problems

In educational world, especially for junior and senior high school in EFL (English foreign language) like as in Indonesia, English language take important position. In the study English language its means student should also study grammar. In the reality, learning grammar is difficult for student in EFL like in Indonesia. Many experiences tell that English grammar sometimes makes Indonesian students confused because it is different from the mother tongue structures. For the example the sentence “*saya mengerjakan tugas saya semalam*” and “*saya selalu mengerjakan tugas saya*” have the same verb form, that is “*mengerjakan*”. In English both sentence have different verb form. The sentence “*saya mengerjakan tugas saya semalam*” will be “I did my homework last night” and the sentence “*saya selalu mengerjakan tugas saya*” will be “I always do my homework” there is no different of verb form in bahasa Indonesia whether the activity is done at past or present. On the other side, in English language the different time will produce different verb form. Because of that the ability of the Indonesian's students in English grammar still low.

To support this research, the researcher interview Mr. Yuswono as a English teacher of MTs N 2 Kota Cirebon, the result of the interview that the student of eight grade at MTsN 2 Kota Cirebon has some problem in learning Grammar especially learning past tense, many student there has low knowledge about simple past structures, they are failed to recognize regular and irregular form and they are unable to make a simple sentences correctly.

In addition, student sometimes get confused when they have to transform the present form of the verb into simple past form even more when they have never heard about simple past form it self. The form of affirmative, negative and interrogative is so confusing for them, since each of the form has s rule. Besides, they are in the class study about English grammar especially simple past tense they feel bored and uninterested with the learning process. The student are lazy to answer the question when they work individually and it sometime causes them cheat the answer from their friends. However, one's of mastery over a language is determined by the appropriate use of language by that individual following grammatical rules and failing to follow the rules of grammar marks one's use of language error. Based on curriculum (Kementerian and kebudayaan, 2013: 174) junior high school should master some tenses in grammar including Simple past tense. Simple past tense is used in oral and written language. Werner and nelson (2007:11) describes that Simple past tense is also used to describe the action or situation which began and ended in the past. The objective of teaching and learning simple past tense for junior high school is; able to reveal expression in using the simple past, able to use verb (regular and irregular) in simple past form and make affirmative, negative and interrogative sentence form.

Estate by Jeffrey Coghill and Stacy Magendanz (2003:xvi) "grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units". Beside that according to Lynne Cameron (2001: 105) grammar is foundation of language, the most important part of the language, and the language learning is the accumulation of mastered rules of the grammar. Another definition about grammar is put by Swan (2005: 60), he point out that most dictionaries often present the definition of grammar as "the rules for combining word into sentences". Moreover, he argues this statement is incomplete as it does not explicitly explain the function of the rules in the sentence and the reason for the people to use the rule in the language.



Based on the definition of grammar above, grammar is an important aspect in language learning in general. Especially in the context of learning English as a foreign language at the school where teaching English is subdivided into major component of language, they are speaking, writing, listening, and reading. For productive skill such as spoken and written grammar is most of the crucial aspect cause in the written and spoken language has rules for combining the word into a good sentences besides mastery of vocabularies.

Grenbaum (1991: 1) says that in the study of languages, grammar takes a important position. There is some reason to emphasize that study grammar very interesting. That is easy to us to learn language by using dictionary to find the pronunciation, spelling, or meaning of words. But it is difficult to consult grammar books without having enough knowledge of grammar.

In the process of simple past tense teaching has traditionally consist of giving learners opportunities to produce specific grammatical structures. For example, in most of Indonesian teacher in the process of study using deductive approach, they starts with the presentation the rules of grammar and is followed by examples in which the rules applied, then the teacher ask to the student to produce specific grammatical structures by engage with it through the study and manipulation of the example. Such an approach may prove ineffective because it is not take account of how learners acquire grammatical structures.

According to Thornbury (1999 : 1). The key how to understanding language and using it in our activities to communication is grammar. Grammar also enables us to use language to describe the world and facilitate us to interacting with other people correctly. Grammar is partly the study of what forms are possible in a language. traditionally, grammar has been concerned with analysis at the level of the sentences. So that, grammar is a description of the rules that influence how a languages sentences are formed. Learners need to learn not only what forms are possible, but what particular forms will express their particular meaning. look from this perspective,



grammar is a tool for making meaning. The implication for language teachers grammar is that the learners attention needs to be focused not only on the forms of the language, but on the meaning these form convey.

In teaching and learning grammar, there are various research that have already explain. Such as, Widodo (2006); Sugiharto (2005); Pathan and Aldersi (2014); Naranjo (2014); Josie Fisher (2012); S. Borg (1999) they explained about teaching techniques and teaching theory in teaching grammar. Nguyen and Dang (2013); Zhang and Hung (2014); Nguyen thi tien (2011); Wong yin (2012) explained about method in teaching and learning grammar. Another research about grammar was explain by Alduais (2012); Feng (2013); Ho and Binh (2014); Al-mekhlafi (2011) they explained about an analisis of grammar teaching. After know about grammar, people use the approches and analysis to teaching and learning grammar.

In the difficulties of learning simple past tense process, the researcher try to cope the student's of MTsN 2 kota Cirebon problem's with practising interpretation activity in simple past tense. Interpretation activity is one of the part of conciouness raising method. In this study, the writer focuses on teaching grammatical feature of English tenses. Why tenses is because it is the problematic area. The learners are confused by the various tenses forms and in their perfective aspects, and by the complexity of the uses of each tense. The students often ask for rules to make them aware of the use of the tenses, and consequently use them correctly. This activities make the learners aware of language so they can achieve an accurate use of the tenses in an appropriate context for communication.

In these activity the student not only focus on the form of the grammatical structures but are also engage in meaning focused use of the target language as they solve the grammar problems. This is an alternative approach to grammar teaching one based on interpreting input. This approach emphasize to helping learners to notice grammatical features in the input, comprehend their meaning, and compare the form present in the input with those occuring in learner out put (Ellis rod, 1995:87).



The purpose of this research is to investigate the learning English grammar in foreign language aspect especially in learning simple past tense using interpretation activities. Through the study of grammar, students would become more familiar with the grammar of their native language and that this familiarity would help them understand, so they can use it in their daily activities when they using English language. Thus, the researcher makes the research entitles “The Effectiveness of Interpretation Activities in Learning simple past tense at MTs N 2 Kota Cirebon”.

1.2 Formulation of the Problem

1.2.1 Identification of the Problem

From the description above the researcher identification the problems that facing student when learning grammar, so researcher focus at the field of the research is simple past tense and the researcher wants to use experimental research.

The problems

- 1) Students have low knowledge about kind of tenses
- 2) Student difficult to make a sentences structures
- 3) Student failed to recognizes language structures
- 4) Student disable to make distinction about simple sentences
- 5) Student feel bored and uninterested when they study about grammar
- 6) students still confuse in learning tenses because it different with the mother tongue structures.
- 7) Student failed to recognizes between affirmative, negative, and interrogative form.
- 8) There are many problems in English Grammar especially about teaching and learning grammar method which is appropriate with the lesson matery.

1.2.2 The Main Problem

The main problem of this research is in the process of learning and teaching grammar that student need new way to get the great effect in



learning grammar. Thus, the researcher choose Interpretation activity to built the learners undstanding about simple past tense.

1.3 Delimitation of the Problem

In avoiding the deviations from the tittle, this research focusses on the process of learning grammar using interpretation activity as a tool to make more effective in the learning activity. That interpretation based approach used for 8th grades of MTsN 2 kota cirebon on the academic year of 2014/ 2015. The object of teaching grammar is learning about simple past tense which has decided to the materi which appropriate with the syllabus.

1.4 Question of the Research

Based on the background of the research above, the researcher question of the research as follow:

- 1) How are the students mastery in simple past tensebeforeuse interpretation activity?
- 2) How arethe students mastery in simple past tenseafteruse interpretation activity?
- 3) How is the effectiveness of use interpretation activity in learning simple past tense at MTs N 2 Kota Cirebon?

1.5 Aims of Research

From the statements of the problem, the writer got to determine purpose of the research of follows:

- 1) To find out the students mastery in simple past tensebeforeuse interpretation activity.
- 2) To find out the students mastery in simple past tense after use interpretation activity.
- 3) To find out the effectiveness of interpretation activity in learning simple past tense at MTs N 2 Kota Cirebon.



1.6 Significance of the Research

1.6.1 The Researcher

This research can be reference for the next research and add knowledge in study research. Theoritically, learning English grammar by interpretation provide the student easier to understand about grammar it self and to provide student to easier in building knowledge about simple past tense and to restructure it.

1.6.2 Practically

Practically, the research should be useful for the student in the learning simple past tense. As the result, interpretaton activities give possitive effect for the student in the learning simple past tense. And for the teacher, this activities can be apply in the learning grammar activities espessially in teaching English as a foreign language.

Interpretation activities can be devised as sequence of activities that reflect these three operation. That is, in the first instance, learners are required to comprehend input that has been specially contrived to induce learners to attend to the meaning of a spesific grammatical structured, followed by a task that induces learners to pay careful attention to the important propertise of the target features, and finally by a task that encourages the kind of cognitive comparison learners will have to perform ultimately on their own output.

So the result of using Interpretation activities in learning past tense have a significant effect in learning past tense. Because in this activity make student interest in learning grammar, student have to matching task between picture and sentences, learners also have to interpret the difference form between each tense.

1.7 Previous Study

In this research, the researcher summarized the relevant researchby other researchers from Indonesia or the other countries to prove the originality of the research. The researcher found the researches that have similarities in field of grammar teaching and learning using interpretation activity.



The first research is interpretation- based approach to grammar teaching: new direction in theory and practice written by setionosugiharto (2005). In his research designed in qualitative research and focuse on the concept of interpretation based approach to teaching of grammar in EFL (English Foreign Language) context, particularly in Indonesia. This first previous study has some differences to this research: the design of the research in sugiyono was qualitative descriptive and in this research using quantitative Experiment research. In Sugiharto papers analize about using interpretation based approach theory in EFL context. Then this research want to apply the theory of interpretation activity in learning simple past tense.

The second previous study was proposed by Tuzz (1992), quoted in Ellis (1995). Studying japanese university student of English with the target structure word order “psychological verb” (such as like, attract, worry, and disgust). Tuz devided the learner in to two group (experiment and control). The former was given picture containing sentences with psychological verb order as stimuli. The finding showed greater gains than those receiving production based instruction on both a comprehension test and production test.

The last previous study conducted by Ovalina with the title “Improving Student Ability in Using The Simple Past Tense Through Contextual Teaching Learning at 8th Grades Student of SMPN 17 Tangerang Selatan”. This research is aimed to knowing wether student’s ability in using simple past tense could improve through contextual teaching learning and describing the implementation of contextual teaching learning in simple past tense at eight grades of SMPN 17 Tangerang Selatan. Te author took the research by class action research conducted to solve the student’s problems in understanding and using simple past tense.

So, from both of the research have same field aim that will be to help student problem by practising some learning method. Every research almost have some problem but they solve with their method each other. However the difference of this research with other previous study are: the research



design, the concern material, and the place where research will be conducted. This study is quasi- experimental research with the concern of the simple past tense. The researcher use interpretation activity in learning simple past tense because researcher feel this method can make effective student in simple past tense mastery. The study willtakeplace in MTs N 2 KotaCirebon.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points, conclusion and suggestion based on research findings and discussion presented in the previous chapter.

5.1 Conclusion

Learning grammar, for example simple past tense in foreign language may be not as easy as learning grammar in mother-tongue language, some problem in learning grammar may exist. Therefore, the teacher needs to apply various techniques in order to solve the problem in teaching grammar especially simple past tense. One techniques that can be applied in teaching and learning simple past tense is Interpretation activity.

In the implementation of this research, the researcher applied the interpretation activities in learning simple past tense at the eighth of MTs N 2 Kota Cirebon. The researcher used quantitative research which there are Experimental class and control class in research activities.

After the researcher conduct the research, the researcher conclude from the analysis in chapter IV that as follows:

- 1) The students mastery in simple past tense at the 8th grades of MTsN 2 Kota Cirebon before using interpretation activity with the lowest score in pre test in experimental class was 25 and the highest score was 82. The mean of pre test of experimental class was 52.10 there is in bad category. From the KKM (*ketuntasan minimum*) criteria of pre-test Experimental class have 9 students (23.07%) which past the Examination (T/ *tuntas*) and 30 student (76.93%) which failed (TT/ *tidak tuntas*). From the KKM criteria of MTs N 2 Kota Cirebon that minimum 50 % student past the examination its mean that the study here failed.
- 2) The students mastery in simple past tense at the 8th grades of MTsN 2 Kota Cirebon after using interpretation activity with mean score from experimental post-test was 72.69. the biggest score was 92 in post-test

and the lowest score was 45. From the KKM (*ketuntasan minimum*) criteria in post test of experimental class there was 19 student (48.71%) student failed (TT/*Tidaktuntas*) and 20 student (51.29%) which past the examination (T/*Tuntas*). From the KKM criteria of MTs N 2 Kota Cirebon that minimum 50 % student past the examination its mean that the study here effective.

- 3) From the data above, the researcher concluded that success in the study of simple past tense using interpretation activity, it can be seen from the KKM criteria which more than 50% past the examination in post test. For the mean of pre-test of experimental class was 52.10 become 71.69 in the mean of post-test (after treatment). According to the calculation of t-test in chapter IV, the researcher obtained the value of t_o was 3.570 with degree of freedom was 38 in the significance degree (α) of 5%, t_{table} was 2.201 and the significance (α) of 1% was 2.704. it can be described that $t_o > t_{table}$ (t_o was higher than t_{table}). The result of the calculation and the test of hypothesis in chapter IV are useful to answer the formulation of problem in this research. So, the null hypothesis (H_o) was rejected. Then, alternative hypothesis (H_a) was accepted that there was an effectiveness of interpretation activity in learning simple past tense to eight grade student of MTs N 2 Kota Cirebon in academic year 2014/2015.

Based on the description above, the researcher inferred that this study has answered the question that was mentioned in chapter I. the answer is an as effectiveness of interpretation activity in learning simple past tense in MTs N 2 Kota Cirebon. From the score of experiment class in post-test (after the treatment using interpretation activity) was higher than pre-test (before using interpretation activity). Its mean that the use of interpretation activity in learning simple past tense is effective to improve student's score in simple past tense.



5.2 Suggestion

After conducting the research dealing with interpretation activity in leaning grammar usually simple past tense, the researcher has some suggestion for some parties, such as students, the teacher, the stakeholders at school, the researcher and the next for the universal.

1) To the students

If this research have positive value and good influence to teach in learning process, so this product can be useful to all of the students in learning process especially in learning grammar. The student had better way in learning grammar because they have a stimulus in learning activity.

2) To the teachers

It is good for the teacher to apply interpretation activity as a techniques in learning and teaching process of simple past tense. It can made student get more stimulus to reconstruct the input to the output knowledge.

3) To the stakeholders at school

The researcher suggest to the school to provide the media that are very useful and needed by the student such as speaker active, projector, as a media in learning English language. Consequently, it will be easier and more interesting for student to understand the lesson.

4) To the other researcher

Finally, the researcher want to give suggestion to other researcher. Since this research was conducted in learning simple past tense using interpretation activities. The researcher suggest to the readers who are interested to applying interpretation activity to make this research as a one of the previous study because there are less of previous study about it. The researcher hopes that this study can be used as an additional reference for the other research.





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