

# THE EFFECTIVENESS OF USING CROSSING FORMULAS OF TENSES TABLE IN LEARNING ENGLISH 16 TENSES AT XII GRADE STUDENTS OF MA MADANI ALAUDDIN PAOPAO IN ACADEMIC YEAR OF 2015/2016

Muh. Rusdi

Abd. Gafur Hafid

English Education Department of UIN Alauddin Makassar

*mr.gkudo\_apu@live.com*

**ABSTRACT:** The main objectives of this research were (1) To know whether the Crossing Formulas of Tenses Table is effective in Learning English 16 Tenses or not, (2) To find out how effective the Crossing Formulas of Tenses Table is in learning English 16 tenses. This research was conducted at MA Madani Alauddin Paopao in academic year of 2015/2016. The research design was Quasi Experimental Design with Pre-test and Post-test Design. The instrument used to collect the data was pre-test and post-test. The population of this research was XII Grade Students of MA Madani Alauddin Paopao which consists of class XII A and XII B. Class XII A had 26 students and class XII B had 24 students, therefore, the population of the research was 50 students. The technique used in sample taking was Cluster Random Sampling. Therefore, the sample of this research was 20 students in class XII A as experimental class, and 20 students in class XII B as controlled class. The result of pre-test showed that XII grade students' ability about tenses was bad before the treatments were given. After giving treatment, the students' mean score of post-test were increased significantly. To find out whether there was significance different between experimental class and controlled class, the researcher applied t- test. The result of t- test showed that the t-test value was higher than the t- table value at the level of significance was 0.05 with degree of freedom (df)  $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$ . It indicated that H1 was accepted and H0 was rejected. Based on the result of this research, it can be concluded that The Crossing Formulas of Tenses Table is effective in Learning English 16 Tenses at XII grade students of MA Madani Alauddin Paopao and there is significant difference between the students' ability about English 16 tenses before and after using The Crossing Formula of Tenses Table.

**KEYWORDS:** Crossing Formula, Tenses Table, Tenses.

## A. INTRODUCTION

English as an international language has a great influence toward the development all over the world, especially for Indonesia as a developing country. It is as promotion, transportation, tourism, studying abroad, International business, entertainment, scientific, and technical research, and word peace. The Indonesian should master English because it is quite necessary and urgent for Indonesian people, particularly for students. English has multi functions for all fields of education which has an important role in absolving and developing science, technology, and culture. People need it for

communication and establishing relationship with other people, especially for other people of other country. Realizing how important English language, English is taught in formal and informal school.

Grammar is a necessary component in order to master English. Ketut and Ratminingsih (2012) stated that, “if one uses incorrect grammatical pattern in constructing a sentence, there is a tendency that the sentence will constitute different meaning from what it is intended, or even meaningless”. Grammar can be said as a set of rules to create a sentence. Thus, if the students create sentence without considering grammar, there is a possibility that the sentence convey a different meaning or even does not have meaning. That’s why, even though the students have an excessive number of vocabulary, without having good grammar mastery, those vocabularies are unusable. Considering the role of grammar, it is very important to learn it in order to master English.

In language teaching history, there were many methods that have been developed in order to make teaching English effective and efficient. In the early days-grammar teaching, people knew Grammar-Translation Method, Direct Method and other methods in teaching English. And even now, English teachers always try to improve their teaching methods to make teaching English more effective and efficient. Many methods have been developed such as using games, cards, songs, movie and other methods in teaching English. Furthermore, we realize that each of those methods has its own strength and weakness. And many students still get difficulty in learning English. Even though there were many things that can be the cause of these problems, English teachers still should improve and find a better method in teaching English.

There are some reasons for the researcher to this research. First, during the researcher’s PPL (Teaching Experience Practice) in class XI in MA Madani Alauddin Paopao in 2014, the researcher found many students’ ability were very bad in English grammar, especially tenses. When the researcher taught the students and asked them to translate a sentence from Indonesia to English using simple past tense, but none of students could translate the sentence correctly.

Based on the researcher experience in learning and teaching English tenses, most of students think that tenses is difficult because there are many formulas of tenses and it is difficult to memorize. Thus, the researcher tried to change that mindset through this research.

Next, the researcher’s experience in observing many English courses, The researcher ever studied in English course in Pare, Kediri, East Java. the researcher found many English courses implemented Crossing Formula of Tense Table in teaching grammar, and the researcher saw that, it was effective. Now, in Makassar many English Courses also used this method to teach tenses.

Based on the previous reasons, the researcher considered to conduct a research entitle

*“The Effectiveness of Using Crossing Formulas of Tenses Table in Learning English 16 Tenses”*

## **B. LITERATURE REVIEW**

The researcher had found three relevant studies to this research. The first was Ovalina (2010) in his research entitled *“Improving Students’ Ability in Using Simple Past Tense through Contextual Teaching Learning at the 8<sup>th</sup> Grade Students of SMPN 17 Tangerang Selatan”*. The researcher tried to find out whether Contextual Teaching Learning can improve students’ ability in using simple past tense or not. Her research was a Classroom Action Research which consisted of two cycles. In her research, she found that the implementation of Contextual Teaching Learning can improve students’ ability in using simple past tense.

The second was Windhy Suciarti who conducted a research on teaching English entitled *“Teaching Tenses by Using Grammar Translation Method at First Grade Students of SMP BHAKTI Bandung Barat”*. The research was experimental research which used quasi experimental design. It aimed to know how far was significance difference between the students’ achievement whom were taught by using grammar translation method. In her research, she found out that there is significance difference between the students’ achievement who were taught by using grammar translation method. The students’ who are taught by using translation method have better tenses mastery than those are not taught by using conventional teaching strategy.

The third was Ketut Trika and Ratminingsih (2012). In their research, they explained the strengths and the weakness of deductive and inductive approach. So, in regard to the strengths and weaknesses of both approaches, they propose to integrate the implementation of the two rather than to select each of them. They design a teaching strategy that maximizes the strengths of the two approach to be applied for teaching English tense which it starts with deductive approach and the followed by inductive approach. In teaching, they use 5 Basic Rules (BR) method in deductive approach which is similar with Crossing Formula of Tenses Table which is to combine two simple formula to create formula of tense. EFL teachers should not merely teach their learners to be able to remember the grammatical rules of English, but more importantly they also have to guide the learners to understand those rules and make them able to use those rules communicatively. By combining deductive and inductive approaches, it was expected that the learners will master English tense rules comprehensively and become an independent learners. This research was a very useful for this research, especially in the way to apply Crossing Formula of Tenses Table.

Those previous researches were used as references in conducting this research and also as the comparison between those relevant researches with the research conducted by the researcher this time.

### *Grammar*

Grammar is considered important in English language, because grammar is a basic

knowledge of language to understand English perfectly. Even though grammar has an important role to master English perfectly, sometimes it has little use in real life. Grammar is a theory of constructing text. One needs to know how a text work so they can understand and produce text spoken and written in various context for various purposes. According to Martin Parrot, grammar is not the most important thing in the world but if you make a lot of mistakes you may be more difficult to understand, and some kinds of people may look down on you or not take you seriously. You will communicate more successfully if you can make your English reasonably correct.

There are some definitions about grammar. Scot Thronbury defines grammar as a description of the rules for forming sentences including an account of the meanings that these forms convey. Geoffy Lech explained that grammar is a set of rules which do not allow others, otherwise they would not be able to put words together in a meaningful way.

Furthermore, According to Linda Gerot and Peter Wignell, grammar is theory of language, of how language is put together and how it works. More particularly, it is study of wording.

Relating to the definition above, grammar accurately has significant roles in learning and teaching English, so grammar is very important and very useful. It can be said that without grammar, sentences may convey a wrong meaning. Thus, learning grammar is necessity to the English learner.

### *Tense*

Tense is one of a major thing in learning English grammar. Many English learners considered that, tenses is a difficult subject to learn. Most of English learners got difficulties to memorize the formula of tense and misused the tense in a conversation. By knowing the formula of tenses, the learners will be able to construct a meaningful and correct sentences in English.

Hornby (1995:123) states that, tense is verb form or series of verb forms used to indicate the time of the action or state. Tense also can be said as rule of verb changing because of the time. Based on those the definitions, there are two major things that should be considered in constructing tense which are verb and time.

Thus, there are some variation of verbs based on its form that will be used depend on the time and purpose in a sentence. They are:

i. Bare Infinitive (V I)

Bare infinitive is also known as V I (verb one). Bare infinitive (V I) is the first form of verb that indicates the present form. Example: study, sleep, eat, etc.

ii. Additional Infinitive (V s/es)

Additional Infinitive is a bare infinitive which is added “s or es”. The verb is added “s or es” when the verb is after subject he, she, 3<sup>rd</sup> person singular.

iii. Past Form (V II)

Past form is also known as V II (verb two). Past form (V II) indicates the past time. Example: studied, slept, ate, etc.

iv. Past Participle (V III)

Past participle is also known as V III (Verb three). Past participle (V III) indicates the activity that has happen. Example: studied, slept, eaten, etc.

v. Present Participle (V-ing)

Present participle is also known as V-Ing (Verb-Ing). Present participle indicates the activity that is happening or in the process. Example: studying, sleeping, eating, etc.

Verb in tense indicates an event, activity, or state. There are 4 events in tenses, they are *simple, continues, perfect and perfect continues*. While times in tenses are also 4, they are *present, past, future and past future*. Thus, there are 16 tenses known in English. They are: *Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Temse, Future Perfect Continuous Tense, Simple Past Future Tense, Past Future Continuous Tense, Past Future Perfect Tense, and Past Future Perfect Continuous Tense*.

*Crossing Formula of Tenses Table*

Crossing Formula of Tenses Table is a method that is used in many English courses in Pare, Kediri, East Java. Basically, tenses consist of event and time. Each event and time has a simple formula and understanding those formulas is the key to apply this method.

The problem that is always faced by English learner in learning tenses is the difficulties to memorize the formula of tenses. Because of that, the researcher tries to offer a new method by using Crossing Formula of Tenses Table. This method can help the students easily to memorize the formulas of tenses table. This method will explain how to make a formula of a tense with a simple way.

Basically, a tense is formed by combining event and time. So, the formula of tense is also formed by combining the formula of event and time. For example: Present Continuous Tense is formed by Present (*time*) and Continuous (*event*). The formula of present is **VI** and the formula of Continuous is **Be + V-Ing**. Thus, the formula of Present Continuous Tense is **S + Am, Is, Are + V-ing + O**. For more explanation see *figure 1*.

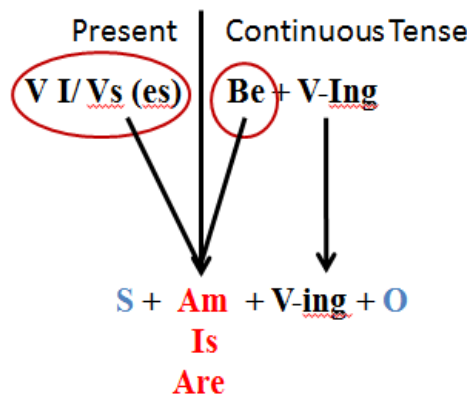


Figure 1. Example of Crossing Formula Tenses Table

Table 1. Tenses Table

Time/Event		Simple	Continuous	Perfect	Perfect Continuous
		-	Be + V ing	Have + V III	Have + Been + V Ing
Present	V I/ Vs (es)				
Past	V II				
Future	Will + V I				
Past Future	Would + V I				

The table above is the tenses table. Each event and time has a formula. Those formulas will be used to form a formula of tenses. We combine the formula of time and event to form a formula of tenses. With this table, the students will be easy to memorize the simple formulas of time and event. When they have memorized those simple formulas, they will be automatically able to apply those simple formulas to form a formula of tenses.

Using this method is very helpful for the students. This method is very fun, easy to understand and very easy to be applied by English teacher. Moreover, the students also can use this method and learn tenses by their selves.

### C. RESEARCH METHOD

This research was quantitative research. The research uses Quasi-Experimental Design with Pre-test and Post-test Design. This method was used to see the effectiveness of using

The Crossing Formula of Tenses Table in learning 16 tenses. The researcher determined the controlled and experimental class, and gave them pre-test and post-test. Post-test was given after giving treatment. The effectiveness can be seen by comparing pre-test and post-test, and gained scores between both classes.

The research design was conducted as follow:

E =	O <sub>1</sub>	X1	O <sub>2</sub>
C =	O <sub>1</sub>	X2	O <sub>2</sub>

Note:

O<sub>1</sub>= Pre-test of both experimental and controlled class

O<sub>2</sub>= Post-test of both experimental and controlled class

X1=Treatment of experimental class by using Crossing Formula of Tenses Table

X2=Treatment of controlled class by using conventional teaching strategy.

(Gay, 2006: 255)

This research was consisted of two variables. Independent variable in this research was The Crossing Formula of Tenses Table as a treatment in learning 16 English Tenses. And dependent variable in this research was the result of learning 16 Tenses using Crossing Formula of Tenses Table.

The population of this research was XII Grade Students of MA Madani Alauddin Paopao in academic year of 2015/2016 which consists of class XII A and XII B. Class XII A had 26 students and class XII B had 24 students, therefore, the population of the research was 50 students.

The sample of this research was 20 students in class XII A as experimental class, and 20 students in class XII B as controlled class. The technique used in sample taking was Cluster Random Sampling. Cluster Random Sampling involves the random selection of groups that are already exist (Latief, 2014: 185). This technique was applied because there are no significance differences between class XII A and XII B.

The research instrument in this research were pre-test and post-test. The pre-test was given before the treatment to find out students' ability in making sentence with correct tenses. Post-test was given after the treatment to check their knowledge about tenses after applying Crossing Formulas of Tenses Table method. The test consisted of 25 items: 10 items were to translate into English with correct tenses; 5 items were multiple choice; and 10 items were to change the tenses of sentences.

Next, some formulas were applied in this research to know the result of research as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the number of items}} \times 10$$

(Depdikbud, 1985)

2. Classifying the score of the students' pre-test and post-test

Score 85 – 100 : Very Good

Score 65 – 84 : Good

Score 55 – 64 : Fair

Score 35 – 54 : Poor

Score 0 – 35 : Very Poor

(Depdikbud, 1985)

3. Calculating the mean score of experimental class and controlled class by using the following formula:

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

$\bar{X}$  = the mean, or arithmetic average, of the scores

$\sum X$  = the sum of all the scores

N = number of subject in particular group

4. Finding out significant differences between pre-test and post-test by calculating the value of the t-test. The following formula applied:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

The SS (Sum of Score) can be calculated using the following formula:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \quad \text{And} \quad SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

(Gay, 2006: 349)

Note:

T = test of significance

X = any Score

$\sum X$  = the sum of all the scores

$\bar{X}$  = the mean, or arithmetic average, of the scores

N = number of subject in particular group

SS = sum of Square

The last, the researcher compared the result of  $t$  test and  $t$  table with the level of significance 0,05 and degree of freedom  $(N_1+N_2)-2$  to know whether Crossing Formula of



Tenses Table was effective or not.

#### D. FINDINGS AND DISCUSSION

##### *Finding*

The finding of this research deals with the students' score of pretest and posttest of experimental and controlled class, the frequency and the rate percentage of the students' score, the mean score and standard deviation of pretest and posttest of experimental and controlled class, the t- test value and the hypothesis testing. These findings are described as follow:

#### 1. The effectiveness of Using Crossing Formula of Tenses Table in learning 16 Tenses.

- a. The classification and the rate percentage of pre-test and post-test in experimental class and controlled class are showed below:

**Table 2. Classification and rate percentage of pre-test in experimental class.**

NO	Classification	Score	Frequency	Percentage
	Very Good	85-100	-	-
	Good	65-84	1	5%
	Fair	55-64	1	5%
	Poor	35-54	4	20%
	Very Poor	0-34	14	70%

Table 2. above shows that, the frequency and the percentage of the students' pre-test in experimental class. None of students got very good score, 1 (5%) student got good score, 1 (5%) student got fair, 4 (20%) students got poor score, 14 (70%) students got very poor score. From the result it can be concluded that the students' ability before the treatment was not very good.

**Table 3. Classification and rate percentage of post-test in experimental class.**

NO	Classification	Score	Frequency	Percentage
	Very Good	85-100	2	10%
	Good	65-84	15	75%
	Fair	55-64	3	15%
	Poor	35-54	-	-
	Very Poor	0-34	-	-

The table 3. above explain the frequency and the percentage of the students' post-test in experimental class. 2(10%) students got very good score, 15 (75%) students got good score, 3 (15%) students got fair score, and none of students got poor or very poor score. From the result it can be concluded that the students'

ability is increased significantly after the treatment using crossing formula of tenses table.

**Table 4. Classification and rate percentage of pre-test in controlled class.**

NO	Classification	Score	Frequency	Percentage
	Very Good	85-100	-	-
	Good	65-84	-	-
	Fair	55-64	1	5%
	Poor	35-54	10	50%
	Very Poor	0-34	9	45%

Table 4. above shows that, the frequency and the percentage of the students' pre-test in controlled class. It shows none of students got very good score or good score, 1 (5%) student got fair, 10 (50%) students got poor score, 9 (45%) students got very poor score. From the result, it can be known that, the students' ability were not very good and there is no significant difference between controlled class and experimental class before the treatment were given.

**Table 5. Classification and rate percentage of post-test in controlled class.**

NO	Classification	Score	Frequency	Percentage
	Very Good	85-100	1	5 %
	Good	65-84	7	35%
	Fair	55-64	11	55 %
	Poor	35-54	1	5%
	Very Poor	0-34	-	-

Table 5. above shows that, the frequency and the percentage of the students' post-test in controlled class. It shows that, 1 (5%) student got very good score, 7 (35%) students got good score, 11 (55%) students got fair, 1 (5%) student got poor score, and none of students got very poor score. From the result above, it can be concluded that, the students' ability were increased after the treatment but not significantly like in experimental class.

Based on the tables above, the researcher concluded that there is no significance different between experimental class and controlled class before the treatments were given. After the treatments were given, the tables show that experimental class got better score than the controlled class got.

b. Hypothesis Testing

**Table 6. The distribution of the Value of t-test and t-table in post-test**

Variable	t-test value	t-table value
Post-test	2.96	2.021

Table above shows that, the result of t-test value was 2.96 and t-table value was 2.021 for the level of significance  $\alpha=0.05$  and the degree of freedom (df)  $(N_1 + N_2)-2 = (20 + 20)-2 = 38$ . It means that, the t-test value was higher than t-table value. And after giving the treatment to the students of XII grade of MA Madani Alauddin Paopao, the researcher also found improvement in students' ability about 16 tenses.

**2. The extent to which the effectiveness of using Crossing Formula of Tenses Table.**

Mean score and Standard deviation of Experimental Class and Controlled Class.

**Table 7. Mean score and Standard deviation of Experimental Class and Controlled Class.**

Class	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	31.2	74	15.11	7.95
Controlled	32.4	65.2	16.46	10.63

The table above shows that, the score and standard deviation of both classes in post-test. The mean score of experimental class in post-test was 74 and the standard deviation of experimental class was 7.95, while the mean score of controlled class in post-test was 72 and the standard deviation was 8.80. It means that, the mean score of controlled class is lower than the mean score of experimental class.

*Discussion*

**1. The effectiveness of Using Crossing Formula of Tenses Table in learning 16 Tenses.**

The result of the test showed that, there was a significance difference between t-test value and t- table value. It was supported by the data in the findings showed that the t-test was higher than t-table ( $t_{test} > t_{table} = 2,96 > 2,021$ ). It means that, H1 was accepted and H0 was rejected.

Finally, the researcher concluded that using The Crossing Formula of Tenses Table was effective in learning English 16 Tenses. The findings above have proven that The Crossing Formula of Tenses Table could improve the students' ability about tenses.

## 2. The extent to which the effectiveness of using Crossing Formula of Tenses Table.

Based on the previous findings, the researcher shows that, both of experimental and controlled class has a very poor ability about 16 tenses before the treatment were given. Most of students got poor or very poor score in pre-test. And the researcher didn't find a different between the experimental and controlled class before the treatments were given.

Then, the researcher gave treatment to both classes. The researcher taught the experimental class using Crossing Formula of Tenses table, and the controlled class using conventional teaching strategy.

From the previous findings, the researcher took a conclusion that the students' ability in both classes were improving after the treatments were given. But, the students in experimental class had a greater improvement than the students in controlled had in learning 16 tenses. In other word, it can be concluded that the Crossing Formula of Tenses Table was very effective in learning 16 tenses.

In experimental class, the students' test result in pre-test were very bad. But, after the treatments were given, the students' test results in post-test were increased significantly from only 1 (5%) student got good score and 19 (95%) students got fair score or below in pre-test to 2 (10%) students got very good score, 15 (75%) students got good score and 3 (15%) students got fair score in post-test. In other word, 85% students had a great improvement in learning 16 tenses using Crossing Formulas of Tenses Table. And it can be concluded that the Crossing Formulas of Tenses Table was very effective in learning 16 tenses.

On previous related research, Ketut Trika and Ratminingsih (2012) who researched about teaching tenses using deductive and inductive approach. In their research, they used 5 Basic Rules (BR) method in deductive approach which is very similar with Crossing Formula of Tenses Table. They said that EFL teachers should not merely teach their learners to be able to remember the grammatical rules of English, but more importantly they also have to guide the learners to understand those rules and make them able to use those rules communicatively. This theory is also applied in Crossing Formulas of Tenses Table and it was effective based on the data showed in the finding.

## E. CONCLUSION

Based on the findings and discussion of the research in previous chapter, the researcher concluded that:

1. The Crossing Formulas of Tenses Table is effective in Learning English 16 Tenses at XII grade students of MA Madani Alauddin Paopao. It is proved by the t-test value that

is higher than the t-table.

2. There is a significant difference between the students' ability about English 16 tenses before and after using of Crossing Formulas of Tenses Table. And it is showed that Crossing Formulas of Tenses Table is very effective in Learning English 16 Tenses at XII grade students of MA Madani Alauddin Paopao.

## F. RECOMMENDATION

Based on the result and conclusions, the researcher like to put forward some recommendations as follows:

1. The English teacher should be more creative to choose method in teaching English Grammar, specially Tenses, so the students will be more interested and motivated to study English
2. The English teacher may apply this method in teaching tenses. This method is very interesting and easy to understand.
3. The students or English learners can use this method to learn tenses because this method also can be used autodidact.

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