CHAPTER IV

FINDINGS AND DISCUSSION

In this result of study, researcher emphasizes three sub-chapters which contain of Data Presentation, Research Finding and Discussion. These are the result of study which contains of:

A. DATA PRESENTATION

This experimental research was conducted in two classes as the subject. The first class (A) was the experimental group and the second class (B) was the control group. Both of class consist 34 students. The class A used timeline media in the class and the class B used conventional strategy. The material of this study is simple past tense. In this experimental research, the researcher conducted four activities to get the data. First activity was pre-test. In this phase, the writer gave the students pre-test to know the students' grammar ability before treatment application. Second, the writer held the treatment in three meeting. In this treatment phase the researcher implemented timeline as media to teach simple past tense. Third activity was post-test. The researcher gave test to know the students' grammar ability after the implementation of timeline media. Last activity, the researcher gave the students questionnaire about the responses of students on using timeline media in teaching simple past tense. The researcher explained the process of activities below:

1. Pre-test

Pre-test was conducted at the beginning of the research. The purpose of this test was to know students' grammar ability both of the classes before the timeline media implementation. In pre-test, the researcher gave them a test which consists of twenty items about simple past tense, include ten items for multiple choice and ten items for essay test *(See appendix 1)*. In this activity, there are two steps done by the researcher. First, the researcher explained the kind of the questions and the rule of this test then the students did the pre-test appropriate with the

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rule. Second activity, the researcher informed the students about activities in the next three meeting which the timeline media was used in process of learning simple past tense.

2. Treatment

The researcher conducted treatment in three meeting to implement timeline media in learning process.

- *Meeting 1*

In the first meeting at experimental class, the researcher introduce about the material. The material that used was simple past tense. In the first meeting, the researcher wants to introduce timeline as media that used to understand simple past tense. The researcher use recount text to help the students understand about simple past tense and the tittle of the text is Borobudur Temple. First, the researcher gave them text about Borobudur Temple. Then, researcher divided the students into several group. Every group consists of some students. They work together to mention verb that used in simple past tense. They can find on verb that served in the text. Then, the researcher explains and corrects the answer together with the students.

Second, the researcher explained verb that used in simple past tense. They are two kinds of verb in simple past tense, regular verb and irregular verb. After researcher explained about the difference about both of verb, researcher asked the students to mention the other verb that they know and they write it in their book. They can find and understand if simple past tense use verb 2. Then, researcher asked some of students to read them work in front of class and the other students listen and correct their friend's answer.

In the end of the meeting, the researcher gave the explanation about Timeline as media, explain the definition of timeline itself, how to draw timeline and use timeline to help them understand about tenses easily, especially for simple past tense and support the learning process.

- *Meeting 2*

In the second meeting, before the classes start the researcher review the last material. The researcher asked some of the students to mention example of regular verb and irregular verb that used in simple past tense. They still memorize it. In the second meeting, the researcher wants to explain about how to use simple past tense, when and how to use simple past tense and make sentence use simple past tense. The teaching and learning process were mostly same with the first meeting, the researchers gave them text, and then researcher divided the students into several group. Every group consist five until six students. The researcher asked the students to analyze some sentence in the text, the sentence that include in simple past tense. They work together. Then, the researcher explains and corrects the answer together with the students.

After correct the students' answer, researcher draw timeline and give example how to use timeline. The researcher writes simple past tense and explains it by using timeline. After the students understand, researcher invited five people to come in front of class, the researcher asked them to make simple sentence that using simple past tense and draw it by using timeline then the other friend listen and attention about their friend explanation. Five students come in front of one by one.

Second, after the students try to draw timeline, the researcher asked the students to find the pattern of simple past tense and explain about time signal that used in simple past tense by using timeline. In the end of meeting, the researcher gave the students assignment to write or make ten simple sentence that use simple past tense correctly and two of students come in front of to mention one sentence and explain by using timeline for their friend.

- *Meeting 3*

In the third meeting, the researcher wants to explain about the form of simple past tense. First, researcher asked the students to read the story in their book and divided the students into several group. The group was always changed in every meeting. They work together to analyze the form of simple past tense in the text, affirmative, negative and interrogative form. After the students finished their work, they presented their work in front of the class. Then the researcher explains and corrects the answer together with the students. The researcher explains simple past tense by using timeline. In the end of meeting researcher gave the students assignment. The assignment gave to know the students' understand about simple past tense.

3. Post-test

The purpose of post-test was to know the result of students after the implementation of timeline media. In this phase, the researcher gave them a test which consists of twenty items, include ten items for multiple choice and ten items for essay test *(See appendix 2).* The topic that used same between both of classes, it's about simple past tense.

4. Questionnaire

Last activity was questionnaire. The questionnaire consists 18 items of questions with four alternative answers *(See Appendix 3).* The researcher gave questionnaire after the students did the post-test.

B. RESEARCH FINDINGS

In this study, the researcher wants to measure the significant different students' grammar ability in simple past tense between the two groups and responses the students after implementation of timeline by conducting test and questionnaire. The result of pre-test and post-test in both of class as mentioned below:
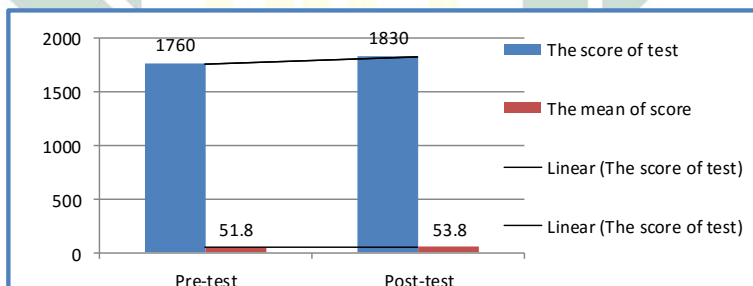
1. The result of pre test and post test
   a. The result of control group

   The learning process of control group applied conventional strategy. The material and test were same with the experimental group. The pre-test was conducted on 10th May 2017 and the post-test was conducted on 2nd June 2017. The result of control group test explained below:

Table 4.1: The Score of Control Group

Group	N	Total	Mean
Control Group (Pre-test)	34	1760	51.8
Control Group (Post-test)	34	1830	53.8

Chart 4.1: Chart of total score and mean of pre-test and post-test of control group

The chart showed that sum of pre-test score was 1760 and mean score was 51.8 while post-test score was 1830 and mean score was 53.8 *(see Appendix 4 for further description)*. In pre-test and post-test of control group there is improving students' score but it was not significant. The increasing of students' score is about 2.1 point. The researcher also outlined with frequency distribution of test score both of the test. *(SeeAppendix5 for futher description)*

The result of pre-test showed that the minimum of students' pre-test score of control group was 30 and maximum score was 95. The criterion score of the test is 75. From the table showed that the most of students with 20.6 % (7 out of 34) were scored 60, 14.7% of students (5 out of 34) were scored 65 and 70, and the other students with percentage 61.8% (21 out of 34) were scored in range of 30-55. Only one student was scored 95. The result showed that there was one student got score appropriate with the criterion score. It means that students' grammar ability in simple past tense still low.

In result of post-test showed that the minimum of students' post-test score of control group was 30 and maximum score was 85. The criterion score of the test is 75. From the table showed that the most of students with 26.5 % (9 out of 34) were scored 40, 6% of students (2 out of 34) were scored 30 and 35, and the other students with percentage 56% (19 out of 34) were scored in range of 45-70. Only four students were scored 80 and 85. From this result showed that there were four students got score appropriate with the criteria and the other got score under of criterion score of test. It showed that the students' grammar ability still low after treatment applied.

b. The result of Experimental group

The researcher collected this data after and before implementation of Timeline media to the experimental group. The pre-test was conducted on 10th May 2017 and the post-test was conducted on 2nd June 2017. The result of experimental group test explained below:

Table 4.2: The Score of Experimental Group

Group	N	Total	Mean
Experimental Group (Pre-test)	34	2100	61.8
Experimental Group (Post-test)	34	2635	77.5

The result would be described through the following figure:

Chart 4.2 total score and mean of
Pre-test and post-test of experimental group
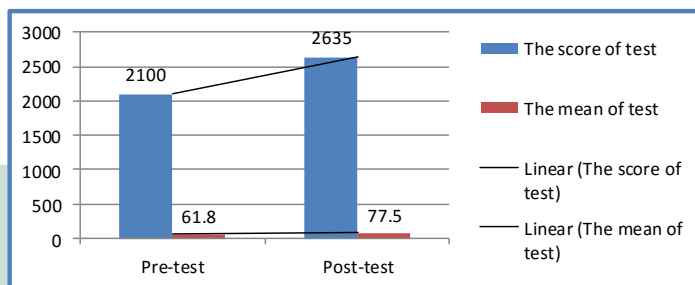
showed that sum of pre-test score was 2100 and mean score was 61.8 while post-test score was 2635 and mean score was 77.5 *(see Appendix 6 for further description)*. From the result showed that there is increasing of students' score is about 15.7 point. Thus, there is significant different of students' grammar ability after the implementation of timeline media. The researcher also outlined with frequency distribution of test score. (***See Appendix 7 for further description)***

The result of pre-test showed that the minimum of students' pre-test score of experimental group was 40 and maximum score was 80. The criterion score of the test is 75. From the table showed that the most of students with 59 % (20 out of 34) were scored 60 and 65, 14.7% of students (5 out of 34) were scored 70, 14.7% of students (5 out of 34) were scored 50 and 55 and 6% of students (2 out of 34) were scored 40 and 45. Only 6% (2 out of 34) were scored 75 and 80. The result showed that there were two students got score appropriate with the criterion score. It means that the students' grammar ability in simple past tense still low.

In the result of post-test showed that the minimum of students' post-test score of experimental group was 40 and

maximum score was 80. The criteria score of the test is 75. From the table showed that the 73.5% of students (25 out of 34) were scored in range of 75-90 and 26.5% of students (9 out of 34) were scored in range of 65-70. It can be conclude that there most of students got score appropriate with the criterion score of test.

In brave, students' score in post-test after implementation of Timeline media got score upper of criterion. The criterion of score in the test is 75. While students' score in pre-test before implementation of Timeline media got score which under criterion score. Thus, there is improving score of students after implementation of Timeline.

After collecting the data by giving post-test to both groups, the result of the test score and mean both of group were shown in the following table:

Table 4.3: The Post-test score of Experiment and Control Group

Group	N	Pre-test		Post-test	
		Total Score	Mean	Total Score	Mean
Control Group	34	1760	51.8	1830	53.8
Experimental Group	34	2100	61.8	2635	77.5

From table above, it shown that the mean post-test score of experimental was 77.5 and the mean post-test score of control group was 53.8. The result of test means that there were differences in mean score both of group. The mean score of experiment group was higher than the mean score of control group.

After the researcher gives pretest, treatments and posttest then the researcher calculated the different mean of pretest and posttest score between both of groups to know whether the result of timeline strategy is significant or not between both of groups. Then the result is analyzed using t-test formula. Before it is done, the standard deviation of the two groups is calculated first.

1.1 Standard Deviation and variance of Experimental and Control Group

    a.   Experimental Group

        ▪   Variance

$$Se^2 = \frac{\Sigma(Xe - \overline{X})^2}{(Ne - 1)}$$

$$= \frac{1562.5}{(34 - 1)}$$

$$= \frac{1562.5}{33}$$

$$= 47.34$$

        ▪   Standard Deviation

$$S_D = \sqrt{47.33}$$

$$= 6.88$$

    b.   Control Group
        ▪   Variance

$$Se^2 = \frac{\Sigma(Xc - \overline{X})^2}{(Nc - 1)}$$

$$= \frac{7902.96}{(34-1)}$$

$$= \frac{7902.96}{33}$$

$$= 239.48$$

▪ Standard Deviation

$$S_{\text{D}} = \sqrt{239.63}$$

$$= 15.47$$

The researcher also calculated the data by using Microsoft Excel. It used to compare between the results by using manual. *(**See Appendix 8 for futher description**)*

The result of calculation is presented in this table:

Table 4.4: The Result of Calculation

Group	N	Variance	Standard Deviation
Experimental Group	34	47.34	6.88
Control Group	34	239.48	15.47

1.2 T- test

After the researcher knows the different between Standard Deviation and variance from both groups then, the researcher calculates the t-test.

$$t = \frac{\overline{X}e - \overline{X}c}{\sqrt{\left\{\frac{(Ne-1)\,Se^2 + (Nc-1)\,Sc^2}{Ne+Nc-2}\right\}\left\{\frac{1}{Ne} + \frac{1}{Nc}\right\}}}$$

$$t = \frac{23.7}{\sqrt{\left\{\frac{(34)47.83 + (34)289.63}{66}\right\}\left\{\frac{2}{34}\right\}}}$$

$$t = \frac{23.7}{\sqrt{\left\{\frac{1561.89 + 7907.79}{66}\right\}\left\{\frac{2}{34}\right\}}}$$

$$t = \frac{23.7}{\sqrt{\left\{\frac{9469.68}{66}\right\}\{0.05\}}}$$

$$t = \frac{23.7}{\sqrt{\{143.48\}\{0.05\}}}$$

$$t = \frac{23.7}{\sqrt{7.174}}$$

$$t = \frac{23.7}{2.67}$$

$$t = 8.88$$

1.3 Determining Alpha (α)
   α = 0.05

1.4 After all data calculates, the number of degree of freedom calculates. The formula is :
   df = (N1 + N2) - 2
      = (34 + 34) – 2
      = 68 – 2
      = 64

From the calculation of the data above, it was found that standard deviation of the experimental group was 6.87 while control group was 15.47. T –value is comparing with t-table distribution with significant 0.05 and degree of freedom 64. It was found that t-table was 2.00 while the result of t – value was 8.88.

So it was clear that there was significant different between the students' grammar ability in simple past tense who were taught by timeline media and who were taught by conventional strategy. In other words, the effect of timeline

media to improve students' grammar ability in simple past tense of MTs Negeri 2 Surabaya in experimental group effective than the control group who were not taught by timeline media.

1.5 Testing Hypothesis

To check whether or not the difference between two means of the experimental group and the control group is statically significant, the obtained t-value should be consulted with the critical value in the t-table. The hypothesis of this research states that:

- **Ha** : There is a significant difference in students' grammar ability in simple past tense taught by timeline and conventional technique at eight grade students of MTs Negeri 2 Surabaya.
- **Ho** : There is no significant difference in students' students' grammar ability in simple past tense taught by timeline and conventional technique at eight grade students of MTs Negeri 2 Surabaya.

Ha will be accepted if t-value > t-table
Ho will accepted if t-value < t-table

In the experimental research, the level of significant decided in the beginning. So the decision making would not be influenced by the result of the experiment. In this experiment, there are 34 students as experimental group and 34 students as control group. The number of the both groups is 68 students. From the number we can know that degree of freedom is 64, which is obtained from the formula n1+n2-2=64. Then the score of db was assessed on table by significance level 5% (0,05). T-table score was 2.00.

From the result shown that t-value > t table at a significance level of 5%. It was mean that alternative hypothesis was accepted and approved or rejected the null hypothesis. So, there was improvement grammar

achievement between experimental group was taught by timeline and control group who was taught by conventional technique. The obtain t value is 8.88 so the t value is higher than t table 2,00. It is concluded that "there is significance effect of timeline media on improving students' grammar ability in simple past tense".

2. The result of questioner students' responses in implementation of timeline media

In collecting the data, the researcher presents questionnaire result about the responses of students after implementation of Timeline media. In this study, as the respondents is B class which the learning process use Timeline media. The class consist 34 students. The questionnaire consist 18 questions about responses students after implementation of Timeline. Each question has four alternative options. Served scoring standard as:

    a. Alternative option *"Strongly agree"* has 4 score
    b. Alternative option *"Agree"* has 3 score
    c. Alternative option *"Disagree"* has 2 score
    d. Alternative option *"Strongly disagree"* has 1 score

The researcher serves the data of questionnaire from 34 respondents. The researcher gives score to each question based on the criterion above. The result of the questionnaire from 34 students explained in the table below:

Table 4.5: The result of Questionnaire

Number of items	Score of respondents' answer				Total
	Strongly agree	Agree	Disagree	strongly disagree	
	(4)	(3)	(2)	(1)	
1	44	66	2	0	112
2	40	63	4	1	108

3	68	42	6	0	116
4	42	42	10	1	95
5	20	57	20	0	97
6	20	51	16	4	91
7	48	54	8	0	110
8	48	57	6	0	111
9	60	51	4	0	115
10	56	54	4	0	114
11	56	57	2	0	115
12	32	66	8	0	106
13	48	45	12	1	106
14	44	57	8	0	109
15	40	66	4	0	110
16	40	57	4	1	102
17	40	72	0	0	112
18	56	57	2	0	115
Sum					**1944**

Based on the table 4.10 showed that the calculating of questionnaire score is 1944 which the score ideal of questionnaire is 2448. After the researcher found the result of questionnaire, the researcher makes a table to know percentage of responses of students in simple past tense learning process by using Timeline. Here is the percentage:

Table 4.6 The Percentage Result of Questionnaire

Number of items	Alternative answer			
	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)

	F	%	F	%	F	%	F	%
1	11	32%	22	65%	1	3%	0	0%
2	10	29%	21	62%	2	6%	1	3%
3	17	50%	14	41%	3	9%	0	0%
4	14	41%	14	41%	5	15%	1	3%
5	5	15%	19	56%	10	29%	0	0%
6	5	15%	17	50%	8	24%	4	12%
7	12	35%	18	53%	4	12%	0	0%
8	12	35%	19	56%	3	9%	0	0%
9	15	44%	17	50%	2	6%	0	0%
10	14	41%	18	53%	2	6%	0	0%
11	14	41%	19	56%	1	3%	0	0%
12	8	24%	22	65%	4	12%	0	0%
13	12	35%	15	44%	6	18%	1	3%
14	11	32%	19	56%	4	12%	0	0%
15	10	29%	22	65%	2	6%	0	0%
16	10	29%	19	56%	4	12%	1	3%
17	10	29%	24	71%	0	0%	0	0%
18	14	41%	19	56%	1	3%	0	0%
Total	**204**		**338**		**62**		**8**	

From the table above, it showed about the result of percentages' questionnaire. The questionnaire consist four alternative answers, namely strongly agree, agree, disagree and strongly disagree. From the result above showed that the high score of the alternative answer was "agree", next high score was

"strongly agree" and the last was "disagree and strongly disagree".

First alternative answer is strongly agree. In this answer, the most of students for about 14 of students which percentage 41% answers that they study about the material before the class begins. This statement related with the students' interest with the material of simple past tense. The students prepare and study with their own before the class begins, it shown that the students feel interest to learn grammar simple past tense in the English class.

Next, for about 17 students which percentage 50% answer that they always listen and attention when the teacher explains the material, for about 15 of students which percentage 44% answer that they feel enjoy and happy about the process of discussion during the learning ongoing and for about 14 of students which percentage 41% answer that they more enthusiast to study and the atmosphere of the class more enjoy during the process of learning ongoing. Those statements related with the students' interest with the process of learning simple past tense by using timeline media. Thus, the timeline media make the students really feel enjoy, active and enthusiastic during the process of learning ongoing.

Last, for about 14 of students which percentage 41% answer that the method of the learning make the students feel satisfied with their result of learning which it related with the usefulness of the method of learning. As the result, the method of learning by using timeline media not only make atmosphere of the class is difference become enjoy but also in the students' result in learning process, there is difference score after timeline media implementation. They can understand simple past tense clearly.

Second alternative answer is agree. In this point, the most of students for about 22 of students which percentage (65%) answer that the material of simple past tense is interesting. It related with the students' interest with the material of simple past

tense. Next, for about 24 of students which percentage 71% answers that the method of learning helps the students to understand the usage of simple past tense, for about 22 students which percentage (65%) of answer that the method of learning help the students more focus to learn simple past tense and for about for about 21 students which percentage (62%) answer that they always want to know and answer the question given by the teacher. Thus statements mean that the timeline media can help the students understand simple past tense more focus and easily.

Last, for about 22 of students which percentage 65% answer that the method of learning by using timeline media is appropriate with their expectation. Thus, the implementation of timeline media in learning simple past tense is appropriate with the students' expectation, that is why the students feel enjoy, active and they more focus and enthusiastic to learn simple past tense in the class.

Third alternative answer in the questionnaire is disagree. The most of students for about 10 of students which percentage 29% answers disagree that they active to give opinion when the teacher give the question and for about 8 of students which percentage 24% answers disagree that they can implement the content of the material in their daily activity. Those statements mean that the students still wary to give their opinion and the still confuse to implement the material of simple past tense in daily activity. It also showed from 6 of students which percentage 18% answers disagree that the method of learning makes them confident to give their opinion.

Even though timeline media already applied, for some of students still feel shy to give their opinion when the teacher gives question. It may occur because the time is limited. The researcher only teaches simple past tense material by using timeline media in three meeting. As we know that the timeline is unfamiliar media for students, it means that the researcher needed to more time and more meeting to apply timeline media in process of teaching and learning simple past tense.

In sum up, from the explanation above showed that the responses of students on using timeline media to learn simple past tense is good. It can be prove from the students' answer in the questionnaire. First, the method by using timeline media appropriate with the students' expectation. Thus it makes the students feel enjoy, happy and enthusiastic to learn simple past tense. The process of learning also makes the students more active and confidents to give their opinion and participate in the discussion process. Next, the timeline can help the students to understand the usage of simple past tense easily and clearly. It makes they feel satisfaction and they also can implement the content of simple past tense in their daily activity correctly.

The researcher also calculated the result of questionnaire' percentages by using likert scale. From the result of *responses of students'* questionnaire above, it shown that the result of calculating of questionnaire score is 1994 while the number of all ideal questionnaires score is 72 x 34 = 2448. It is from 18 items of questions and 34 respondents. Thus here are the patterns of how to know responses of students after implementation of Timeline media in simple past tense learning:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1944}{2448} \times 100\%$$

$$P = 79.4\%$$

Explanation:
P = Questionnaire Percentage
F = Frequency which is looked for its percentage (number of all questionnaire score)
N = Number of frequency (number of overall ideal score)

Through the result of counting above, it shown that responses of students in English learning process by using Timeline media to teach simple past tense is 79.4%. Thus, the result of percentage needs to be stated in quantitative statements according to Anas Sudijono, as this way:

75% - 100% = Very good
50% - 75% = Good
25% - 49% = Good enough
$\leq$ 24% = Bad

The result of calculate the percentage questionnaire score is 79.4%. It can be concluded that this score in interval 75% - 100% which means the object of study have very good responds in the process of learning by using Timeline media to teach simple past tense.

C. DISCUSSION

1. The discussion of result of students test

This section is intended to analyze the result or research finding based on the theories related to the study. All the data gathered from the research instrument which will give information as the basis of research finding. Then, the result was test calculated by using t-test.

The research question number one is about there is or not significant difference of students' grammar ability in simple past tense after and before taught by using timeline media. The researchers was conducted a test to find out students' grammar ability in simple past tense by using timeline media. Based on the previous explanation about the result of tests, the calculation shows that in the pre-test, the similar score and mean were taken for the sample of the research. The score of A group was 2100 with mean 61.8 while the score B group was 1760 with mean 51.8. In the similar score and mean, both of groups were effective being the sample of the research.

Meanwhile, the result of post-test that explained in previous explanation, it showed that there is improvement of students grammar ability in simple past tense. Based on the calculation, both of the groups have different result. The post-test score and mean of experimental group was higher than the post-test of control group. From the result of t-test, it showed that t-value is higher than t-table. So that in this case, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. From the hypothesis, it means that there is significant different of students grammar ability in simple past tense after and before taught by using timeline media.

In brave, timeline effective to be a media in English learning and teaching. In the previous study, timeline also can be applied in other skills and the result showed that there is improving students' skill after timeline media applied, for example, studied done by Naumi Fiza Intan, Sunan Ampel State Islamic University Surabaya in Surabaya entitled The Effect of Using Timeline Strategy to Improve Students' Writing Ability in Recount Text at the First Year Students in Hidayatul Ummah Senior High School. In this study, the researcher wants to know the effect of timeline to improve students' writing ability in recount text. The result of this study showed that timeline can improve the students' writing ability.[78]

Next, studied done by Nguyen Thanh Huy, Dong Thap University in Vietnam entitled Using Timelines and Concept Questions in Teaching Present Tenses – A Theoretical Research. The objective of this study is to investigate the theoretical background of timelines and concept questions. The results of this study showed that timeline makes students feel more interested and useful in studying grammar, especially in learning grammar tenses. This result also suggests that the

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[78] Fiza Intan Naumi, Degree of Bachelor Education:"The Effect of Using Timeline Strategy to Improve Students' Writing Ability in Recount Text". (Surabaya: Sunan Ampel State Islamic University Surabaya).

practical roles of these methods benefit both teachers and students.[79]

All of the result of previous studies showed that timeline media can improve students' ability, not only for grammar ability but also in other ability. Timeline media help the students to memorize the concept of tenses and understand material clearly and easily. The processes of learning by using timeline media make the students feel more interest and enjoy when the class is ongoing. The students feel not bored again because they do not focus in the text book. Thus, the implementation of Timeline media was effective that conventional strategy.

2. The discussion of questioner students' responses in implementation of timeline media

The second research question is about the responses of students after implementation of timeline in simple past tense learning process. In this study, the researcher gave questionnaire to know responses of students after Timeline media applied. The respondents of questionnaire are the experimental group which the process of learning in the class by using Timeline media. The class consist 34 students.

Timeline was a good media to be implemented in grammar class. it showed that the students' got many advantages after Timeline media was implemented in the process of learning, such as the students could be easier to understand the material about simple past tense, they can more active with join and do the discussion, confidence to give their opinion and answer the teacher's question.

The result of the students' responses showed that the method of learning by using timeline media could improve the students' understanding about simple past tense. It showed from the students' score of test. The students understand

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[79] Nguyen Thanh Huy, " Using Timelines and Concept Questions in Teaching Present Tenses - A Theoretical Research". *International Journal of Multidisciplinary Academic Research.*. Vol.4 No.3 , 206

simple past tense clearly so they could implement the content of simple past tense in their daily activity. The process of learning make them did not feel bored again when they learn grammar, they more enjoy to listen and attention during the class ongoing, it because the students does not focus and use text book. Timeline media could motivate them to more enthusiastic in learning grammar. Thus, Timeline media was appropriate with their students' expectation and can make improve students' understanding about simple past tense.

By the implementation of timeline as media, students were motivated being an active in learning English. Therefore, the students found that making timeline was interesting in learning grammar especially in learning tenses. Timeline was chosen to represent grammar because it is a simple, clear indicator of chronological order (using left ➔ right as an indicator of time passing), and visually easy to remember.[80] It is used to show how a particular language item (often a verb in a particular tense and aspect) places particular events or situations in time and in relation to other events.[81] Thus, timeline seems as an easy media of visual aids in English grammar learning that used to illustrate tenses and time expression and make the students understand tenses especially simple past tense easily.

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[80] Palmer Sue, How to Teach Writing Across The Curriculum: Ages 6-8, Routledge, New York, 2011. Pg. 9

[81] Nguyen Thanh Huy, " Using Timelines and Concept Questions in Teaching Present Tenses - A Theoretical Research". *International Journal of Multidisciplinary Academic Research.*. Vol.4 No.3 , 206