

**THE STUDENS' ABILITY IN MASTERING SIMPLE  
PAST TENSE AT FOURTH SEMESTER OF ENGLISH  
DEPARTMENT STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARRY  
PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the English Education Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a partial fulfillment of the requirement for the Graduated Degree of Education (S.Pd) in English*

**Written By:**

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PADANGSIDIMPUAN  
2024**

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## LETTER OF AGREEMENT

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Muhammad Yusuf**, entitled "**The Students' Ability in Mastering Simple Past Tense at Fourth Semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

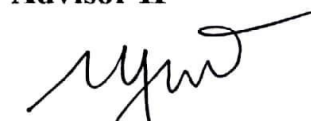
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

*Wassalam'alaikum Warahmatullahi Wabarakatuh*

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## **LEGALIZATION**

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## ABSTRACT

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**The Title of Thesis** : “The Students’ Ability in Mastering Simple Past Tense at Fourth Semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan”

The students at fourth semester of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan face some problem in learning about simple past tense, some students wrong about the tenses rules, forgot to change the verb into past form. This research limits the problem into the students’ ability in mastering simple past tense at fourth semester of English department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan in academic year 2022-2023. The objectives of the research was to know the students’ ability in mastering simple past tense at fourth semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. The research was a qualitative research, which qualitative descriptive term. The research was applied at fourth semester of English department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan in academic year 2022-2023. The population of the research was 2 classes with 65 students. The sample that used in this research was 25 students of TBI-1 class. The instrument used was test, that is grammar test about simple past tense in form of multiple choices. In collecting the data, the research used some steps, were: the researcher distributed the paper of the test to students, the researcher explained what the students to do, the researcher gave time to answer the test in 30 minutes, the students answered the question, the researcher collected the students’ paper test, the researcher checked the answer of the students and the researcher calculated the students result test. The result showed that the students result test was categorized into high category, it showed from the mean score of the students were 79.73. The lowest score was 33.33 and the highest score was 96.66. The quality score of the test result was 2 students classified into poor in range score <55, there was 4 students classified into enough in range score 56-74 and 19 students was classified into high in range score 75-100.

**Key words** : *Student ability, Past Tense*

## ABSTRAK

**Nama** : Muhammad Yusuf  
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**Judul Skripsi** : "Kemampuan Mahasiswa Menguasai Simple Past Tense Semester IV Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan"

Mahasiswa semester empat jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan menghadapi beberapa kendala dalam pembelajaran simple past tense, beberapa mahasiswa salah dalam aturan tenses, lupa mengubah kata kerja ke bentuk lampau. Penelitian ini membahas masalah pada kemampuan siswa dalam menguasai simple past tense pada semester empat jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan pada tahun ajaran 2022-2023. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana kemampuan siswa dalam menguasai simple past tense pada semester empat Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. Penelitian ini merupakan penelitian kualitatif, yang istilahnya deskriptif kualitatif. Penelitian ini diterapkan pada semester empat jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan pada tahun ajaran 2022-2023. Populasi penelitian adalah 2 kelas dengan jumlah siswa 65 orang. Sampel yang digunakan dalam penelitian ini adalah 25 siswa kelas TBI-1. Instrumen yang digunakan adalah tes, yaitu tes tata bahasa tentang simple past tense yang berbentuk pilihan ganda. Dalam pengumpulan data, penelitian ini menggunakan beberapa langkah, yaitu: peneliti membagikan kertas tes kepada siswa, peneliti menjelaskan apa yang harus dilakukan siswa, peneliti memberikan waktu untuk menjawab tes dalam 30 menit, siswa menjawab pertanyaan, peneliti mengumpulkan hasil tes siswa, peneliti memeriksa jawaban siswa dan peneliti menghitung hasil tes siswa. Hasil tes menunjukkan bahwa hasil tes siswa masuk dalam kategori tinggi, hal ini terlihat dari nilai rata-rata siswa sebesar 79,73. Skor terendah sebesar 33,33 dan skor tertinggi sebesar 96,66. Nilai mutu hasil tes terdapat 2 siswa tergolong kurang baik dengan rentang skor <55, terdapat 4 siswa tergolong cukup dengan rentang skor 56-74 dan 19 siswa tergolong tinggi dengan rentang skor 75-100.

**Kata kunci** : *Kemampuan siswa, Past Tense*

## ملخص البحث

اسم : مُحمَّد يوسف  
رقم التسجيل : ١٧٢٠٣٠٠٠٨٥  
عنوان البحث : قدرة الطلاب على إتقان زمن الماضي البسيط الفصل الرابع قسم اللغة الإنجليزية الشيخ علي حسن أحمد جامعة داري الإسلامية الحكومية بادانجسيدمبون

واجه طلاب الفصل الرابع الذين يدرسون اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري بادانجسيدمبون الإسلامية الحكومية عدة عقبات في تعلم زمن الماضي البسيط، وقد ارتكب بعض الطلاب أخطاء في قواعد زمن الماضي، ونسوا تغيير الأفعال إلى زمن الماضي. يقتصر هذا البحث على قدرة الطلاب على إتقان زمن الماضي البسيط في الفصل الرابع من قسم اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية بادانجسيدمبون في العام الدراسي ٢٠٢٢-٢٠٢٣. الهدف من هذا البحث هو معرفة مدى قدرة الطلاب على إتقان زمن الماضي البسيط في الفصل الرابع من قسم اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية بادانجسيدمبون. هذا البحث هو بحث نوعي، وهو مصطلح وصفي نوعي. تم تطبيق هذا البحث في الفصل الرابع من قسم اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد أداري بادانجسيدمبون الإسلامية الحكومية في العام الدراسي ٢٠٢٢-٢٠٢٣. كان مجتمع البحث عبارة عن فصلين بمجموع ٦٥ طالبًا. وكانت العينة المستخدمة في هذا البحث ٢٥ طالبًا من طلاب الصف الإنجليزية-١. الأداة المستخدمة هي اختبار، وهو اختبار نحوي حول زمن الماضي البسيط في شكل اختيارات متعددة. استخدمت هذه الدراسة في جمع البيانات عدة خطوات وهي: قامت الباحثة بتوزيع أوراق الاختبار على الطلاب، قامت الباحثة بشرح ما يجب على الطلاب القيام به، أعطتهم الباحثة وقتاً للإجابة على الاختبار في ٣٠ دقيقة، أجاب الطلاب على الأسئلة، قام الباحث بجمع نتائج اختبار الطلاب، وقام الباحث بفحص إجابات الطلاب وقام الباحثون بحساب نتائج اختبار الطلاب. أظهرت نتائج الاختبار أن نتائج اختبار الطلاب جيدة، ويمكن ملاحظة ذلك من متوسط درجات الطلاب البالغ ٧٩.٧٣. وكانت أدنى درجة ٢٢.٢٢ وأعلى درجة ٩٦.٦٦. كانت درجات جودة نتائج الاختبار هي أن طالبين تم تصنيفهما على أنهما فقراء بدرجة غضب أقل من ٥٥، وكان هناك ٤ طلاب تم تصنيفهم على أنهم مقبولون بنطاق درجات من ٥٦-٧٤ و ١٩ طالبًا تم تصنيفهم على أنهم مرتفعون بنطاق درجات من ٧٥-١٠٠.

الكلمات الرئيسية: قدرات الطلاب، فيل ماضي

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **“The Students’ Ability in Mastering Simple Past Tense at Fourth Semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan”**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

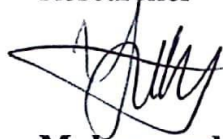
It is a pleasure to acknowledgement for the help and contribution to all of lecturer, institution, family and friends who have contributed in this thesis processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum. as my first advisor who have guided me to finish this thesis, guide me to make a good thesis, who have been the great advisor for me and gave me many ideas, criticism and suggestion in writing this thesis.
2. Mrs. Yusni Sinaga, M.Hum. as my second advisor, who have guided me to finish this thesis, who have been the great advisor for me and gave me many ideas, criticism and suggestion in writing this thesis.

3. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag as the Rector of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
4. Mrs. Lelya Hilda, M.Si as the Dean of Tarbiyah and Teacher Training Faculty.
5. Mrs. Fitri Rayani Siregar, M.Hum as the Chief of English Education.
6. All lectures and all the academic cavities of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan who have given so much knowledge and helped during I studied in this institute.
7. My beloved parents, who always prayed for me, never tired in advising me, the most valuable person in my life, always supported me every step of the way, thank you for always being there for me and without you I would not be like this and without prayer and your blessing I could not come to this point.
8. All of my family members, my brothers for their support during my study.
9. To my friends who have helped me to finish my study.
10. Tadrīs Bahasa Inggris friends in TBI-3 class.
11. All people who have helped me to finish my study, thank you for your supported, may Allah bless them. Amiin.

I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidempuan, 16 Desember 2023  
Researcher



**Muhammad Yusuf**  
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# CHAPTER I

## INTRODUCTION

### A. The Background of Problem

Language is a system that connects thoughts which can be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols. Language has been a major topic of research for well over two centuries.<sup>1</sup> As a part of communication, language has an important role in the implementation of human interaction in the world. A language is also a system of communication which consist of a set of sounds and written symbols which are used by people of a particular country or region for talking or writing as in English. There are many languages in the world, and one of them is English language

English as the international language has succeed to make the society's attention all over the world to learn it. It use in bilateral and multilateral talks. English is probably the most widely used language in the world as the international language.<sup>2</sup> It is a great role, not only as means of communication, but also as a media to transfer the knowledge and technology. This real fact, directly or not has forced certain people to learn seriously and entern the international world.

In Indonesia, English used as the first foreign language. It has been decided as one of the obligatory subject supply to the students from the first

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<sup>1</sup> Gerald P. Delahunty and J Garvey James, *The English Language From Sound To Sense* (USA: Library of Congress Cataloging, 2010), 5.

<sup>2</sup> Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2005) p.1. [www.cambridge.org/9780521612883](http://www.cambridge.org/9780521612883)

year of Junior High School up to the University level by government through the ministry of education and culture. English is regarded as an important subject to be learned by students. It is a great role in the process of transferring the knowledge and technology. So the students are expected to be able get the knowledge and technology from other countries and as an obligatory subject, of course it should be taught effectively in order to get satisfy result for the students.

There are some reasons why English is crucial. First, English is an international language. Second, by studying English it give bigger change to get scholarship abroad. Third, studying English as a provision for present and future. Fourth, some people study English to add their knowledge and experience. Fifth, some people study English because they want to look prestigious.

There are four aspects of language skill that students have to master in learn English, they were: listening, reading, speaking and writing. All the skills were very urgent for students to mastered. Every skill of this language have their own difficulty. Students common did mistakes in mastering this language skill because it categorized to new language for Indonesian people because the daily language used was Indonesian language, wether in English the writen with the pronunciation sometimes different and it make the students struggle in learning English. one of skill that students common did mistake is in mastering the structure and grammar.

Grammar need to construct a sentence. Grammar is generally thought to be a set of rules specifying the correct ordering of words at sentence level.<sup>3</sup> A good text is a text based on the rule of grammar. So, grammar will help the students understand the text or it will make the writer easier to understand what they write. Grammar is a very old field of study.<sup>4</sup> Mastering grammar is a basic knowledge to master all the four English skill. Grammar is description of the rules that govern how sentence of a language's sentence are formed. Grammar is one of elements of learning English. Grammar make people easier to write what they want to write and say. So, beeing a good writers it means understand the grammar.

Grammar need to construct a sentence. A good sentence build from tenses. There are sixteenth kinds of tenses. Each tenses has the own rule. In this research the researcher focused on the students ability in mastering simple past tense. The fact, there was only a few students who have mastered and are proficient in it. Even there are some of them got enough understood about tenses. English grammar involves some forms, such as a term of tense. The forming sentences based on time, and the definition is the description or exploration of when an accident, an activity and an action is happened. Most of English learners encounter some problems in understanding and in mastering of these specially the form of activity happens of the sentence form of these tenses.

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<sup>3</sup> David Nunan, *Practical English Language Teaching* (United Kingdonm: McGraw-hill companies, 2013), 154.

<sup>4</sup> Anne Seaton. *Basic English Grammar for English Language Learner*. (United States : Saddleback Educational Publishing 2007). p.3

Simple past tense refers to a grammatical category that associate with verbs: likes is a present tense form and liked is a simple past tense form.<sup>5</sup> Simple past tense expresses or indicates a time that is in the past, but things are nothing like as straightforward as that. The simple past tense used to talk about things that happened in stories.<sup>6</sup> It means simple past tense is events that once existed in or during some past time but that do not exist in the present. The relation between the grammatical category of simple past tense and the semantic property of making reference to past time is much more subtle. Simple past tense is used to show events or circumstances that have been completed. In choosing the use of the simple past tense, consider events or circumstances that occurred at the time that had been completed.

Simple past tense talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.<sup>7</sup> The general level of simple past tense as one whose primary or characteristic use is to indicate past time. The use of the simple past tense provides precise details on an event that has already occurred. The simple past tense of most verbs ends in **-ed**. These verbs are called regular verbs. The simple past form of some verbs does not end in **-ed**. Such verbs are called irregular verbs. The simple past tense of some irregular verbs does not change at all. The simple past tense is employed when a past event is connected to a specific point in

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<sup>5</sup> Rodney Huddleston and Geoffrey K. Pullum *A Students Introduction to English Grammar*. p.6

<sup>6</sup> Anne Seaton. *Basic English Grammar for English Language Learner*. p.98

<sup>7</sup> Anne Seaton.

time in the past. To put it differently, simple past tense is used to indicate an event or activity that occurred at a specific moment in the past.

Students ability is the capability of a student in doing something or one of language skill. Students ability is the capability or quality beeing able of students to master one or all the lesson to be supplies for the bright future. Students ability is the students mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone"s skill. Students" abilities are the power level of skill or intelligence of the students who are studying in a school from kindergarten up to university or college in performing something.

The researcher did observation, to know more about the students ability in simple past tense, the researcher did an interview to the fourth semester students of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuanm about simple past tense, especially about what did the students difficulties in mastering simple past tense. Ms Y said "Sometimes I forget to change V-1 become V-2 when writing about simple past tense, besides that, I am still lack of vocabulary so that it becomes an obstacle for me to master simple past tense".<sup>8</sup> Ms S said "I always wrong about the tenses rules because there are many tenses learnt. And I fell difficulty in expressing the feelings in my experience into sentence."<sup>9</sup> Then

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<sup>8</sup>*Private Interview* with Ms Y Students English Department in the fourth semester (TBI-2) State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan (on March, 2<sup>nd</sup> 2023, at 14:00)

<sup>9</sup>*Private Interview* with Ms S Students English Department in the fourth semester (TBI-2) State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan (on March, 2<sup>nd</sup> 2023, at 14:30)

The last Mrs E Said “I have difficulty in the procedure for composing the sentence, because I am still difficult to arrange words into a sentence with so many rules”.<sup>10</sup>

Based on the problems above, it interested the researcher to made a research to know about the students ability in mastering simple past tense at the fourth semester students English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The researcher also wanted to know what are the difficulties that the students faced in learning about simple past tense.

Based on the explanation above, the researcher interested to conduct a research under the title **“The Students’ Ability in Mastering Simple Past Tense at Fourth Semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan”**.

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

Based on the background of the problems above, the identification of the problem in this research are:

1. The students forget to change V-1 become V-2 when writing about simple past tense.
2. The students are lack of vocabulary.
3. The students are wrong about the tenses rules because there are many tenses learnt in school.

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<sup>10</sup>*Private Interview* with Ms E Students English Department in the fourth semester (TBI-2) State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan (on March, 2<sup>nd</sup> 2023, at 15:00)

4. The students difficulty in the procedure for composing the sentence, because they still difficult to arrange words into a sentence with many rules.

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

Based on the kinds of tenses, there are sixteen kinds of tenses. They are present tense, present continuous tense, simple past tense, future tense, present perfect tense, etc. this research limits the problem into the students' ability in mastering simple past tense at fourth semester of English department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan in academic year 2022-2023.

### **D. The Definition of Operational Variable**

The definition of operational variables in this research were:

#### **1. Students' Ability**

Students' ability comes from two words they are, students and ability. Students is a person that study. Ability is "able to do or a level of skill or intelligence."<sup>11</sup>. Students' ability are the ability that students have in mastering something. From the explanation above, the researcher conclude that students ability is the capability of a student in doing something or one of language skill.

#### **2. Simple Past Tense**

Simple past tense talk about things that happened in the past. The simple past tense is also use to talk about things that happened in

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<sup>11</sup> A.S Hornby, *Oxford Advanced Learner's Dictionary: fourth edition.*

stories.<sup>12</sup> The general level of simple past tense as one whose primary or characteristic use is to indicate past time. The simple past tense of most verbs ends in **-ed**. These verbs are called regular verbs. The simple past form of some verbs does not end in **-ed**. Such verbs are called irregular verbs. The simple past tense of some irregular verbs does not change at all.

#### **E. Formulation of Problem**

Based on the limitation of problem above, the researcher formulated the formulation of the problem in this research was “how is students’ ability in mastering simple past tense at fourth semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan?”

#### **F. The Purpose of Research**

Based on the formulation of problem above, the purpose of this research was “to know the students’ ability in mastering simple past tense at fourth semester of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.”

#### **G. The Significanses of Research**

The result of this research is expected to be useful:

1. For Lecturer : Hopefully this research give informations about the students result in mastering simple past tense and to overcome students` difficulties in mastering grammar skills, especially in simple past tense.

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<sup>12</sup> Anne Seaton. *Basic English Grammar for English Language Learner*. p.98

2. For students : Hopefully this research give information about the defenition of simple past tense and the rules of simple past tense as the exercise to increase the skill in simple past tense.
3. For readers : Hopefully this research increase the readers knowledge about simple past tense, in all the form of simple past tense from verbal sentence to nominal sentence.
4. For the next researcher : Hopefully the result of this research can be used as a reference for other researcher who has the similar research that is about simple past tense.

#### **H. Outline of The Thesis**

The systematic of this research divided into five chapters, each chapter consisted of many sub chapters with detail as follow;

Chapter one consist of background of the problems, identification of the problems, limitation of the problems, defenition of operational variables, formulation of problems, purpose of the research, significances of the research, and the systematic outline of the thesis.

Chapter two consist of the theoritical description it is about writing ability and recount text, review of related finding and hypothesis of this research.

Chapter three consist of the research methodology, place and time of the research, research method, population and samples, defenition of operational variables, instrument of research, technique of collecting data and techniques of analysis data. Chapter four consists of the result of the research

and the discussion. Chapter five is closing, where it consist of the conclusion, implication and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Students' Ability

##### 1. Definition of Students' Ability

People said a student is when they studying even in kindergarten, elementary school, junior high school, senior high school or university in educational purpose. Students is the person that come to school to learn about something, from elementary school until university.<sup>1</sup> Students can be children or adults who are going to school.

Student is subject of learning who takes place in central position in the learning process. Student is a person who is studying in order to enter a particular profession.<sup>2</sup> A student is someone who is enrolled in a degree-granting program (either undergraduate or graduate) at an institution of higher learning and registered full-time according to the definition of his/her respective academic institution, *and* who is not employed full-time. Students is someone that learn in education level from kindergarten, elementary school, junior high school, junior high school until university.

Ability is a skill, or from adjective "able" which has the similar meaning as "can". Ability is fact able to do something for a mental.

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<sup>1</sup> Betty Schramper Azar, *Fundamentals of English Grammar* (3rd Edition), (New York: Longman, 2003).

<sup>2</sup> Victoria Neufeld & David B. Gumairik, *Webstren New World Collage Dictionary*, (USA; Mac Millan, 1995), p. 232.

Furthermore, ability is build from word “able”.<sup>3</sup> It means to do a level of skill or intelligence or the quality or capacity of being able to do something well. So, ability can be determined as a skills, expertness or talent. Ability is potential capacity or power (to do something physical or mental) or special natural power to do something well. It means, ability is basic power to perform physique and mental activity well.

Ability is a person’s weak strength in doing something. The ability is ingrained in each person. Where the level of ability of people differs based on their background knowledge. According to Carrol, ability defined in terms “being able to perform something”. Ability derives from ‘able’, which means to become capacity or power in the use of to do various activity.<sup>4</sup> The ability come from one knowledge, practice, aptitude to do something well. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully. So, ability is the quality or capacity being able of someone in doing something.

The word ability here includes point electoral because the researcher wants to know the mental of students writing text. Every human being has their own ability that given by creature. The ability of each person is different based on their background and skill. A writer ability is to engage the reader interest to read the text. There are six characteristic of ability, as follows:

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<sup>3</sup> A.S Hornby, *Oxford Advanced Learner’s Dictionary: fourth edition*.

<sup>4</sup> John B. Carrol, *Human Cognitive Abilities*, (Cambridge: Cambridge University Press, 1993), p.3

- a. Knowledge
- b. Comprehension
- c. Application
- d. Analysis
- e. Synthesis
- f. Evaluation

From the explanation above, the researcher conclude that students ability is the capability of a student in doing something or one of language skill. Students ability is the capability or quality beeing able of students to master one or all the lesson to be supplies for the bright future. Students ability is the students mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone's skill. Students' abilities are the power level of skill or intelligence of the students who are studying in a school from kindergarten up to university or college in performing something.

## **2. Kinds of Ability**

There are some konds of ability. In this part, the researcher will explain about kinds of ability to make the reader easier to understand more about this part.

The ability have three kinds they are:

a. Perceptual ability

Perceptual ability is through the ability to hold perceptions or observations including factors of sensory sensitivity, attention, speed of perception and so on.

b. Psychomotor ability

Psychomotor ability included several factors including: strength, speed of movement, accuracy, flexibility and others.

c. Intellectual ability

Intellectual ability is a tendency that emphasizes the ability of reason which includes several factors including: memory, recognition, evaluation, thinking, and so on.

In this research, the researcher will use intellectual ability in this research, because the students will use their thinking and memories when they are grammar skill.

## **B. Simple Past Tense**

Past tense is the situation or activities that began and ended in the past. Simply, simple past tense is the action that happened in the past time. Past tense is used refer to situation which existed or took place before the present moment, either today or yesterday. According to Lyons' idea that the term 'tenses' is derived from the Latin word 'tempus' meaning 'time'.<sup>5</sup> It means that traditionally the tense is defined in term of time. It is in line with Greenbaum and quirk who defined the tense as a grammatical category that is

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<sup>5</sup> Jhon Lyons, *Linguistic Semantic an Introduction*, (Cambridge: Cambridge University Press,1995), p.132.

realized by verb inflection.<sup>6</sup> Meanwhile, Hornby said that tense refers to an action, activity or state may occur in past, present or future.<sup>7</sup> Hence, there are three tenses in language; present, past, and future and if it is developed the tense become 16 different tense.

Since English has no future inflected form of the verb, Greenbaum and Quirk claimed that English has two tenses: the present and the past.<sup>8</sup> The situation described in the present tense is related as simultaneous with the moment of speaking; the situation described in the past as relates subsequent to the moment of speaking.

Regarding those definitions, the word 'tense' stands for a verb form or series of verbs used to express a time relation. The situation described in the present tense is related as simultaneous with the moment of speaking; the situation described in the past as relates subsequent to the moment of speaking.

### **1. The Definition of Simple Past Tense**

Past tense is refer to situation which existed or took place before the present moment, either today or yesterday. Simple past tense talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.<sup>9</sup> Different from the simple present tense, the simple past tense uses the form of verb two instead of

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<sup>6</sup> Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*, (London: Pearson Education Limited, 1990). p.47.

<sup>7</sup> A.S Horby, *Guide to Pattern and Usage in English*, (New York: Low Priced Inc, 2005), p.78.

<sup>8</sup> Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*, (London: Pearson Education Limited, 1990). p.48

<sup>9</sup> Anne Seaton. *Basic English Grammar for English Language Learner*. p.98

the infinitive and has a time signal like a word; yesterday, last night, and this morning.

The definition of simple past tense based on expert are: According to Lou, he state simple past tense is sentence which changing verb state a condition or situation that happen in the past.<sup>10</sup> Swan argues that the simple past is also known as past simple. Past simple situations are divided into several types; fast action, long, repetitive, short, and happening situations.<sup>11</sup> According to Giles, he state that simple past tense shows the action, which took place in the past.<sup>12</sup> According to Azar simple past tense is used to talk about an activity or situation at began and ended at particular time in the past.<sup>13</sup> It often accompanied by such as expression of past, yesterday, last night, two days ago. Based on the statement above, the writer concludes that simple past tense is an accident that happens in the past and uses verb in the past.

Lester in English verb tenses up close states that the simple past tense is used for events, conditions, or states that are now over and done with.<sup>14</sup> It means simple past tense is events that once existed in or during some past time but that do not exist in the present. These definition is parallel with Woods' statement in the simple past tense. Past tense tells

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<sup>10</sup> Robby Lou. *English Tenses and How to Use Them*. (Jakarta: V Print. 2006)

<sup>11</sup> M. Swan, *Practical English Usage*. (Oxford University Press, 2016).

<sup>12</sup> K.Jin Giles,. *Grammar and Composition Middle and Secondary School*. (New York: Pentagon Press. 2004).

<sup>13</sup> Betty Schramper Azar, *Fundamentals of English Grammar* (3rd Edition), (New York: Longman, 2003), p. 25

<sup>14</sup> Mark Lester, *English Verb Tenses Up Close*, (New York: McGraw Hill, 2012), p. 29



about what happened before the present time.<sup>15</sup> It means that the simple past tense talks event occurs in past time (non continuous event). all events that occurred in the past even though they occurred only once, have a time sequence, have a duration, and are carried out repeatedly. So, in showing the incident using the simple past tense.

The general level of simple past tense as one whose primary or characteristic use is to indicate past time. The simple past tense of most verbs ends in **-ed**. These verbs are called regular verbs. The simple past form of some verbs does not end in **-ed**. Such verbs are called irregular verbs. The simple past tense of some irregular verbs does not change at all. The use of the simple past tense in a series of past events that have been completed. It can be concluded that the events carried out have been passed in the past. These events occur many times, have an interrelated sequence, and have already occurred.

Simple past tense refers to a grammatical category that associate with verbs: likes is a present tense form and liked is a simple past tense form.<sup>16</sup> Simple past tense expresses or indicates a time that is in the past, but things are nothing like as straightforward as that. The simple past tense used to talk about things that happened in stories.<sup>17</sup> It means simple past tense is events that once existed in or during some past time but that do not exist in the present. The relation between the grammatical

<sup>15</sup> Geraldine Woods, *English Grammar for Dummies*, (Indiana: Wiley Publishing Inc, 2010), p. 30

<sup>16</sup> Rodney Huddleston and Geoffrey K. Pullum *A Students Introduction to English Grammar*. p.6

<sup>17</sup> Anne Seaton. *Basic English Grammar for English Language Learner*. p.98

category of simple past tense and the semantic property of making reference to past time is much more subtle.

From those several statement above, the writer concluded that the simple past tense is used to express actions that occurred in the past, actions that occurred before the present, complete action describes an event that happened in the past and has been completed. The simple past tense also includes events that happened completely in the past that are not even mentioned.

## 2. The Formula of Simple Past Tense

In the simple past, the verb used is the verb past form. The verbs are divided into two. The first is a regular verb form and the second irregular verb form. This form occurs from the simple participle and simple past. There are no rules for irregular verbs, thus they must be acquired and mastered by the pupils. Meanwhile, irregular has no addition to the verb, but in the past tense, it has a word change.

The simple past tense is classified into two types, they are the simple past in regular verb and the simple past in irregular verb including simple past tense of the verb *be*.<sup>18</sup> The formula of each type consists of three parts: affirmative, negative and interrogative.<sup>19</sup> The formulas in the simple past tense are:

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<sup>18</sup> McGraw-Hill, *Interaction 1 Grammar*, (New York: McGraw- Hill Companies, Inc., 2002), p.106.

<sup>19</sup> McGraw-Hill. p. 106.

a. Verbal Sentence

- 1) Affirmative statement, to make an affirmative statements.

Affirmative statement is also called denoting the voice or form of a verb whose subject is the performer or agent of action of the verb or showing action rather than state of being.<sup>20</sup> This form is used for all subjects, both singular and plural. The formula is:

**s + v2 + (o/adv)**

for example: *She ate fried rice in the canteen this morning*

*They walked to school yesterday.*<sup>21</sup>

Based to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an- *ed* ending in the past tense.

In generally, verb for simple past tense just add “ed” in irregular verb, example: pay, become, played, except:

- a) V1 ended by “e” + “d” only, example: receive become received.
- b) V1 ended by “y”, and before the “y” is a consonant, so change “y” first with “i” then + ed, example: tidy become tidied.
- c) V1 ended by a consonant, before the consonant is a novel and pronunciation in one syllable or in short sound, so

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<sup>20</sup> Victoria Neufeldt, Webster’s New World Collage Dictionary (Australia: Addison Wesley Longman, 1998), p. 48.

<sup>21</sup> Betty Schramper Azar, *Understanding and Using English Grammar* (3rd edition), p.

double consonant and + “ed”, example: beg become begged.

- d) V1 followed by a preposition “ed” is placed before preposition.<sup>22</sup>

Moreover, there are some spelling rules of regular verbs. Those are as following:

- a) If the simple form of a verb ends in *-y* after a consonant, change the *-y* to *i* and add *-ed*.

Examples : try/ tried, carry/carried, dry/ dried

- b) If the simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant and add *-ed*.

Examples : plan/ planned, stop/ stopped

If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed.

Examples : permit/ permitted, prefer/ preferred, occur/occurred.

- c) If the simple form of a verb ends in *-e*, add only *-d*.

Examples : tie/tied, change/ changed, live/ lived.

d) Add *-ed* to simple form of all other regular verbs.

Examples: want/wanted, ask/ asked, belong/ belonged.<sup>23</sup>

2) Negative statements, to make an negative statement. The negative form of regular and irregular verbs added did not (didn't) and the infinitive. The formula is:

**s + did not/didn't + v1 + (o/adv)**

for example: *I did not walk.*

*she did not eat fried rice in the canteen this morning*

Based on the example, the use of V2 is not used in the negative form but uses V1 and before the main verb is added did not (didn't).

3) Interrogative statements, to make an interrogative statements. The use of "did" is used in front of the sentence before the subject. The formula is:

**did + s + v1 + (o/adv)**

for example: *Did you go to the event yesterday?*

*Did she come?*<sup>24</sup>

In simple past tense, the verb often the past simple ends in-ed (regular verb), but there are irregular verb in simple past tense, this mean that past simple does not end in-ed. Regular verbs are all predictable by general rule and irregular verb is one

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<sup>23</sup> McGraw-Hill. p.107.

<sup>24</sup> Elaine Walker, *Grammar Practice*, (Harlow: Longman, 2000), p. 31-34

where the shape of at least one inflectional forms has to be specified for that particular verb.<sup>25</sup>

Rules for spelling –ed in English grammar:

- a) End of verb: a consonant + -e + add –d

For example : *smile = smiled,*

*erase = erased,*

*move = moved,*

*solve = solved;*

- b) One vowel + one consonant + double the consonant, add –ed

For example: *stop = stopped,*

*-rub = rubbed,*

*chat = chatted,*

*crop = cropped;*

- c) Two vowels + one consonant + add -ed; do not double the consonant

For example: *rain = rained,*

*need= needed;*

- d) Two consonants + add -ed; do not double the consonant

For example: *count = counted,*

*help = helped,*

*jump = jumped,*

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<sup>25</sup> Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, p. 33

*bump = bumped;*

- e) Consonant + -y + change -y to -i, add -ed

For example: *study = studied,*

*carry = carried,*

*cry = cried,*

*fry = fried*

*try = tried;*

- f) Vowel + -y + add -ed; do not change -y to -i

For example: *play = played,*

*sew = sewed,*

*fix = fixed,*

*enjoy = enjoyed.*<sup>26</sup>

- b. Nominal sentence:

Nominal sentence is use to correct from of "be"(was/were)<sup>27</sup>

- 1) Affirmative statement, we use the following formula:

**s + was/were + substantive** (adverbial of phrase)

For example: *I was in class yesterday,*

*My friends were at home yesterday.*

- 2) The negative formula is:

**s + was/were + not + substantive** (adverbial of phrase)

For example: *I was not in class yesterday,*

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<sup>26</sup> Betty Schramper Azar, *Basic English Grammar* (2nd Edition), (New York: Longman, 1996), pp. 183

<sup>27</sup> Raymond Murphy, *Grammar In Use* (New York: Cambridge University Press, 1989), 80.

*They were not at home last night.*

3) The Interrogative formula is:

**was/were + s + substantive** (adverbial of phrase)

For example: *were you in class yesterday?*,

*Was Carlos at home last night?*<sup>28</sup>

Since the simple past tense refers to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some example of the expression for past time:

- 1) Yesterday
- 2) Last night
- 3) Last year
- 4) A long time ago
- 5) A few minutes ago
- 6) In 2022
- 7) On march
- 8) A year ago
- 9) The day before yesterday
- 10) Last week

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<sup>28</sup> Betty. *Basic English Grammar* (2nd Edition), p.171-173

All regular verbs are predictable and regular verbs include indefinite verbs of special irregular verb forms. In addition, regular verbs are those that follow a set pattern, typical verbs follow particular patterns, such as the word back, which becomes back-backed. Spelling rules regular past tense form is explained below:

- a. If a verb of simple form ends in e, just add d to make a simple form (agree – agreed, close – closed).
- b. One-syllable verb ends (single consonant, excepting; c, w, x, or y) the consonant is doubled before ed (stop – stopped, beg – begged).
- c. The verbs ending c added k before the suffix (traffic – trafficked, picnic – picnicked).
- d. The verbs that are more than one syllable and end with one consonant that begins with a vowel, double the last consonant if there is stress on the last syllable (occur – occurred, omit – omitted).
- e. The verbs end y, y changed to I and added ed to make ed form (hurry– hurried, study – studied).<sup>29</sup>

Irregular verb forms differ from simple forms and are grouped into making them easier to memorize. In the simple past tenses, there are many irregular forms related to the simple form. In irregular verbs, the past tense is different without adding -ed or -d. For example, the past form of the word "eat" is "ate" and the past participle is "eaten". For more details explained below:

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<sup>29</sup> Betty

- a. The past forms end in -t. (bless – blest, build – built, feel – felt, lend – lent).
- b. Vowel change [i] to [ɛ] (meet – met, feel – felt, keep – kept, sweep – swept, kneel – knelt, feed – fed).
- c. Vowel change [ɪ] to [ʌ] (dig – dug, swing – swung, wring – wrung, stick – stuck, slink – slunk, spin – spun).
- d. Vowel change [ai] to [au] (find – found, grind – ground, wind – wound, bind – bound).
- e. Replace the vowel in each consonant base with -ought or -aught (buy – bought, catch – caught, seek – sought, teach – taught, think – thought).
- f. Miscellaneous vowel changes (bear – bore, come – came, lay – laid, lose – lost, ride – rode, rise – rose, run – ran, sit – sat, tell – told, win – won, write – wrote).

### 3. The Use of Simple Past Tense

The use of simple past tense is declared by some linguist experts, they have different understanding about simple past tense. One of them is Greenbaum and Quirk stated that the simple past is used to refer to a situation set at a definite time in the past such as:<sup>30</sup>

- a. The event past is used with dynamic verb sense to refer to a single definite event in the past. The event may take place over an extended period or at the point of time.

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<sup>30</sup> Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language*, (London: Pearson Education Limited, 1990). p. 50.

For example:

1) The Norman *invaded* England in 2006

2) The plane *left* at 9 a.m.

- b. The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur.

For example : We *spent* our holiday in Bali when we were children.

- c. The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past.

For example : I once *liked* reading novels.

In addition, he also assumed that the simple past tense has some special uses. There are three special uses of the simple past tense, such:<sup>15</sup>

- a. In indirect speech, the simple past tense in the reporting verb may cause the verb in the subordinate reported.

For example : *She said that she knew you;*

*I thought you were in Jakarta.*

- b. The attitudinal past is optionally used to refer more tentatively (and therefore more politely) to present state of mind.

For example : *Did you want to see me know?;*

*I wondered whether you are free tomorrow*

- c. The hypothetical past is used in certain subordinate clauses, especially if- clauses, to convey what is contrary to the belief or expectation of the speaker.

For example : *If you knew him, you wouldn't say that; If she asked me, I would help her.*

Furthermore, Simple past tense is a time that describes a situation that occurred at a certain time in the past and has several uses.

- 1) First, it expresses an action that happened in the past at a certain time (I played soccer yesterday).
- 2) second, revealing habits that have been done in the past and have stopped (last year I worked in a bookstore, and now I work in a restaurant).
- 3) third, explain past events (I slept yesterday afternoon).<sup>31</sup>

The simple past is used for actions that began and ended at a specific time in the past. The use of simple past is talking about something happened. In this paragraph explain about how to use simple past tense in actions or habits:

- 1) It can be used with finished actions, states or habits in the past have a finished time word.
- 2) It can be used with finished actions, states or habits in the past when we know from general knowledge that the time period has finished. It includes when the person are talking about dead.
- 3) It can be used with finished actions, states or habits in the past that we have introduced with the present perfect or another tense

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<sup>31</sup> L, B. *Essential ABC English Grammar* (Fist Editi). Lintas Media. 2008

(detail of news).

- 4) It can be used for stories or list of events.

The use of the simple past tense is divided into three:<sup>32</sup>

- 1) First, complete action describes an event that happened in the past and has been completed.

Simple past tense shows an event that contains an estimated time that has started and has been experienced or it could be the past that has just been experienced. For example, your dad called 10 minutes ago.

- 2) Second, regular events describe recurring and habitual events.

For example, we went out swimming every Sunday and events of a certain duration, they worked for thirty-year.

- 3) Third, certain time situations explain certain events in the past.

For example, in 1845 more than 40 million cars were traded. At that time, I had a low salary in a shoe shop.

According to the explanation, the simple past tense may be employed in three different situations, the first of which is when the event occurred only once in the past. Second, whether the occurrence was repeated or habitual in the past, because habitual is an activity that is repeated by someone else. However, the incident occurred in the past and will not occur in the present or future. Finally, if the event occurred in the past.

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<sup>32</sup> Elaine Walker, (n.d.). *Grammar Practice for Upper Intermediate Students* (London: Pearson Education Limited, 2000)

#### 4. The Function of Simple Past Tense

The simple past tense is used to describe action which happened in the recent or distant past and simple past tense is used to describe past habit. Simple past tense is expressed by the –ed inflection on regular verbs and by additional alterations in the case of irregular verbs. In the case of regular verbs, the simple past tense is generated by adding -d/-ed. There are no rules for irregular verbs, thus they must be acquired and mastered by the pupils. Meanwhile, irregular has no addition to the verb, but in the past tense, it has a word change. If the simple past doesn't end in (ed), the word is an irregular verb. Irregular verbs do not have language patterns like regular verbs, the basic word is "go" and the past form is "went".<sup>33</sup> According to expert, the function of simple past tense are:

- a. For actions which happened at a stated time in the past,  
for example: *he **sold** his car two weeks ago.*
- b. To express a past state or habit,  
for example: *when he **was** young, he **lived** in a small flat.*
- c. For past actions which happened one after the other,  
for example: *she **put on** her coat  
**took** her bag and **left** the house.*
- d. For an action which happened in the past and cannot be repeated,

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<sup>33</sup> R. Cowan, *The Teacher's Grammar of English*. (Cambridge University Press. 2008).

for example : *I once **spoke** to Princess Diana (I won't see her again; she's dead).*<sup>34</sup>

From those several statement above, the writer concluded that the function of simple past tense is used to express an event in the past. Simple past tense is also used if the event happened completely in the past even the time is not mentioned.

### C. Review of Related Study

There were another researcher that have done a research about simple past tense, they were:

First is done by Widiawati. Her study aims to determine the students' ability to use the simple past tense in writing narrative texts. The method used in this study is a qualitative method, the sample in this research was thirty students in the first grade of SMA Negeri 1 Parung in the academic year 2021/2022. In this study data collection was carried out in two ways, namely; student work and interviews. The results of the study found that the students' ability using the simple past tense on the writing narrative test is 70% (good). There were 23 students (77%) got a score of 66-79 (good) and 7 students (23%) got a score of 56-65 (sufficient). However, there are three difficulties that students face in using the simple past tense when writing, namely; the

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<sup>34</sup> Virginia Evans and Jenny Dooley, *New Round-up 4:English Grammar Practice*, (Harlow: Longman, 2010), p. 14

lack of nature of simple past tense, differences in language between English and Indonesian, the students' lack of motivation, and lack of practice.<sup>35</sup>

The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research in the tenth grade students in senior high school. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using narrative text. The next difference was the resut number of students score in mastering simple past tense.

Second was done by Febriza. Her research was aimed to improve the students' ability in using the simple past tense through climbing grammar mountain game. The subjects of this study were 32 students at 8th grade at SMPN 1 Percut Sei Tuan. This research was conducted by using classroom action research that consisted of 2 cycles. The result of pre test showed that the mean of the students' score was 41.71 in which there were 5 students (15.625%) passed minimum passing grade. In the post test I, there were 11 students (34.375%) passed minimum passing grade and mean of the students' score was 60.93. Then, in the post test II, there were 27 students (84.375%) passed minimum passing grade and mean of the students' score was 80. This

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<sup>35</sup> Sri Mulyani Widiyawati. An Analysis of Students Ability Using Simple Past tense in Writing Narrative Text (A Study on the Tenth Grade Students of SMA Negeri 1 Parung in Academic Year 2021/2022). 2022.

result was strengthened by the observation and the interview that showed the students were enthusiastic and active in the learning process.<sup>36</sup>

The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research in the eighth grade students in junior high school. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using simple past tense through climbing grammar mountain game. The next difference was the resut number of students score in mastering simple past tense.

The third was done by Halim. This research used descriptive research method. It is used to describe the ability of the student at Politeknik Negeri Ujung Pandang in mastering simple past tense. The instrument used in this research is test through completing uncompleted short story. There are 20 students as sample, which were taken by using random sampling. The result of the research shows that the ability of the student at Politeknik Negeri Ujung Pandang in mastering simple past tense is bad. The mean score was 2.9. This implies that the students' ability should be improved through more intensive material on simple past.<sup>37</sup>

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<sup>36</sup> Deby Febriza. Improving the Students' Ability in Using the Simple Past tense through Climbing Grammar Mountain Game of Grade Eight at SMPN 1 Percut Sei Tuan. 2019.

<sup>37</sup> Shanty Halim. The Ability of Student in Mastering Simple Past tense at Politeknik Negeri Ujung Pandang. English Program of State Institut of Islamic Study Palopo. 2018

The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research in the student at Politeknik Negeri Ujung Pandang. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using simple past tense through completing uncompleted short story. The next difference was the resut number of students score in mastering simple past tense.

Fourth was done by Framana. He found in his thesis after interviewing the students who have low score, the writer conclude that the result of the research shows that the teacher did not have any particular strategy students are lazy to write and did not understand about simple past tense. Hence students have low ability in simple past tense. Based on the interview with the teacher and students it shows they are lack of facility to support the process of teaching English especially for simple past tense. In conclusion there are some problems that need to overcome in order the teaching of simple past tense is effective.<sup>38</sup>

The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth

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<sup>38</sup> Angga Framana, *An Analysis on Students' Simple Past tense Ability*, (A case study at the eight grade students of SMP Negeri 22 Bengkulu Selatan in the academic year 2017/2018), (Bengkulu: Universitas Bengkulu, 2019)

semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research in the eighth grade students in junior high school. The next difference was the resut number of students score in mastering simple past tense.

Fifth is done by Suryani. She found that after interviewing the students, the writer would like to conclude that the result shows that the mean score of students was 68.4. Its mean that the students' ability in simple past tense at SMA N 1 Dukuhwaruin 2019/2020 was poor. The result of the study showed that the students simple past tense ability were categorized 12 students (48%) categorized as poor, 8 students (32%) categorized as average, 3 students (12%) categorized as very poor and 2 students (8%) categorized as very good. Meanwhile having analyzed the students' ability in each of the grammar aspects, in aspect content and organization in the category were good to average and aspect vocabulary, grammar, mechanics were category fair to poor.<sup>39</sup>

The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research at SMA N 1 Dukuhwaruin 2019/2020. Another difference was

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<sup>39</sup> Ratih Suryani, *An Analysis of Students' Ability in Past tense* (Tegal: Universitas Tegal, 2020).

this research use test with multiple choices form, while she applied the simple past tense by using simple past tense through completing uncompleted short story. The next difference was the resut number of students score in mastering simple past tense.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

The location of this research was in tarbiyah and teacher training faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. It was located at Tengku Rizal Nurdin street Km. 4,5 Sihitang, Padangsidempuan Tenggara district, Padangsidempuan city. The research was applied on 27 of November 2023.

#### **B. Reserch Design**

This types of research was employed quantitative research followed by descriptive method. Quantitative research is the research on collection and analysis of numerical data. The researcher was applied quantitative research as a kind of descriptive. Descriptive research is a research to analyze or make a sense perception (descriptive) about the situation and phenomenon of students' ability in mastering simple past tense at the fourth semester students' in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

#### **C. Population and Sample**

##### **1. Population**

Population is large number of the students which can used as the participant of research in the research. Population means the group of people in a place. Population is the generalization area consist of object who have quality and characteristics who be specified by the researcher

to be learned and then be made summarizing.<sup>1</sup> Population in a research is all of the students which are use as the subject of research. The population in this research was the students at the fourth semester students in English departement of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in academic year 2022/2023. Based on explanation above, the population of research could be seen in the following table below:

**Table III. 1**  
**Population of Research**

No	Class	Total Students
1	TBI-1	25 students
2	TBI-2	40 students
<b>Total</b>		<b>65 students</b>

## 2. Sample

Sample is defined as a small proportion of data that is voted from a larger population by using a the rules of selection. According to Gay and Airasian state that sample was a number of individuals for a study in such a way that they present the large of group from they were selected.<sup>2</sup> Creating a sample is an efficient method of conducting research as in most cases, it is impossible or very expensive and time consuming to research the whole population and hence researching the sample provides insights that can be applied to the whole population.

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<sup>1</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif R & D*, (Bandung: Alfabeta, 2010). p. 80-81

<sup>2</sup> L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application*, (America:Prentice Hall, 2000), p.121.

In this research the researcher used one class as the sample of this research, that was TBI-1 class. The sample was the students in TBI-1 at the fourth semester English Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan which consisted of 25 students.

#### D. Instrument of Research

Instrument of the research is device or media that used by the researcher to get the data. The instrument that used to collect the data was test. A test is a testers for students to answer in multiple form or in sentences. This test is designed to examine students' ability in mastering simple past tense. This research used test as instrument to collect the data. The researcher used test in the form of multiple choice. In this research, the researcher asked the students to do 30 question of multiple choices.

**Table III. 2**  
**Indicator of Test**

<b>No</b>	<b>Aspect</b>	<b>Test Number</b>
1	Students are able to identify positive sentence	1, 2, 3, 7, 9, 11, 12, 13, 14, 17, 18, 19, 20, 22, 23, 25, 26, 29
2	Students are able to identify negative sentence	6, 8, 10, 15, 24, 27, 30
3	Students are able to identify interrogative sentence	4, 5, 16, 21, 28

### **E. Validity and Reliability Test**

A good test must be valid. To decrease the misunderstanding of the test it need to validate. There were some technique in validating the data, but in this research the researcher used construct validity. Construct validity was aspect of instrument which based on the experts. The expert validated the test, after getting the agreement from validators, the researcher used the test to collect the data. The expert in this research was English lecturer of English Education Department of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan, the validator of data was Mrs. Fitri Rayani Siregar, M.Hum.

### **F. Technique of Data Collection**

The technique of collecting the data used in this research as a procedure how the tests that gave to the students as the sample in this research. There were some steps in collecting the data, they were:

1. The researcher distributed the paper of the test to students.
2. The researcher explained what the students to do in doing the tests.
3. The researcher gave time to answer the test in 30 minutes.
4. The students answered the question.
5. The researcher collected the students' paper test.
6. The researcher checked the answer of the students to get the conclusion about the students score.
7. The researcher calculated the students result test.

## G. Technique of Data Analysis

After collect the data, the researcher analyzed the result of the data by following steps:

1. Identified and checked the students' grammar test about simple past tense.
2. Identified mean, median and modus by using descriptive statistic to arrange and categorize the score of variable X and Y.

It was the second way of presenting the data analysis.

The formulas were:

- a. Mean (average)

In calculating the mean score of students result score, the researcher used this following formula:

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

Explanation:

M : Mean Score (Average)

$\sum x$  : Total of the Result

n : Sum of Respondent.<sup>3</sup>

- b. Median

In calculating the median score of students result score, the researcher used this following formula:

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

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<sup>3</sup> Ahmad Nizar Ranguti, *Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 85-106.

## c. Modus

In calculating the modus score of students result score, the researcher used this following formula:

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

Then, the result appropriated with the interpretation to the index of means score. The interpretation of the result seen in the following table.

**Table III. 3**  
**The Classification Quality of the Students' Score**

No	Percentage	Criteria
1	75-100	High
2	56-74	Enough
3	≤55	Poor <sup>4</sup>

3. Description of the data, it described data that have been collected by the researcher would explained by the researcher.
4. Taking conclusion, it was concluded the result of the research analysis.

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<sup>4</sup>Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta:Rineka Cipta, 2013), p.23.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

This chapter focused on analyzing the collecting of data. This chapter gives the detail data of the finding. This result of research discussed about the result that considered of description of data, calculating, means score to get their whole results as general. The quantitative data were taken from the mean score of the students' score in grammar test about simple past tense in form multiple choices test that given to fourth semester students on State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan. The details of the description data as follows:

#### **A. Description of The Data**

The result of the students' ability in mastering Past Tense at the Fourth Semester Students on State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan discussed in this chapter, the researcher used test as instrument of the collecting the data. The instrument was given to the Fourth Semester Students on State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan. The test that have been collected by the researcher was corected by researcher to get the data about students' ability in mastering Past Tense.

## 1. Students' Ability in Past Tense at the Fourth Semester Students on State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan

In this research, the test was used to know the students' ability in mastering past tense at the fourth semester students of English department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan in academic year 2022/2023. This research was applied in TBI-1 class. Test as instrument used to collecting the data. In this research, students were asked to answered the test, the test was about past tense. There are 30 question in the test that consist of multiple choice form.

This chapter presented the result of the test about students' ability in past tense, based on the result of students result score about the ability of the students on academic year 2022/2023, there were 25 students followed the test from TBI-1 class. To know the ability of the students' score clearly, it can be seen in following table below:

**Table IV.1**  
**Students result score**

No	Initial	Class	True	False	Score
1	RER	TBI-1	26	4	86.66
2	KP	TBI-1	26	4	86.66
3	DSN	TBI-1	27	3	90
4	DH	TBI-1	28	2	93.33
5	NHH	TBI-1	17	13	56.66
6	UH	TBI-1	18	12	60
7	PAN	TBI-1	23	7	76.66

No	Initial	Class	True	False	Score
8	RFN	TBI-1	26	4	86.66
9	ED	TBI-1	21	9	70
10	NHL	TBI-1	10	20	33.33
11	NA	TBI-1	12	18	40
12	SR	TBI-1	24	6	80
13	SAR	TBI-1	18	12	60
14	NH	TBI-1	27	3	90
15	YSS	TBI-1	27	3	90
16	NS	TBI-1	26	4	86.66
17	RSS	TBI-1	27	3	90
18	FWN	TBI-1	29	1	96.66
19	YIA	TBI-1	28	2	93.33
20	M	TBI-1	27	3	90
21	RA	TBI-1	27	3	90
22	TA	TBI-1	26	4	86.66
23	SZ	TBI-1	25	5	83.33
24	AN	TBI-1	26	4	86.66
25	WH	TBI-1	27	3	90
<b>Total Score</b>					<b>1993.26</b>
<b>Mean Score</b>					<b>79.73</b>

From table IV.1, it showed the students result score from answering the test, the test was consist of 30 questions. The result showed the description of the students result score from grammar test about simple past tense. The result were: there was 1 student got score 33.33 with initial NHL, she got 10 correct answer and 20 uncorrect answer. There was 1 student got score 40 with initian NA, she got 12 correct answer and

18 uncorrect answer. There was 1 student got score 56.66 with initial NHH, she got 17 correct answer and 13 uncorrect answer.

There were 2 students got score 60 with initial UH and SAR, they got 18 correct answer and 12 uncorrect answer. There was 1 students got score 70 with initial ED, she got 21 correct answer and 9 uncorrect answer. There was 1 student got score 76.66 with initial PAN, she got 23 correct answer and 7 uncorrect answer. There was 1 student got score 80 with initial SR, she got 24 correct answer and 6 uncorrect answer. There was 1 student gor score 83.33 with initial SZ, she got 25 correct answer and 5 uncorrect answer.

There were 6 students got score 86.66 with initial RER, KP, RFN, NS, TA and AN, they got 26 correct answer and 4 uncorrect answer. There were 7 students got score 90 with initial DSN, NH, YSS, RSS, M, RA and WH, they got 27 correct answer and 3 uncorrect answer. There were 2 students got score 93.99 with initial DH and YIA, they got 28 correct answer and 2 uncorrect answer. There was 1 student got score 96.66 with initial FWN, she got 29 correct answer and only 1 uncorret answer.

The score of test was resumed the data by the researcher to classification of the students result score of grammar test about simple past tense at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. This research concluded the data by using the

classification quality of the students' score, the result showed in this following table:

**Table IV. 2**  
**The Classification Quality of Students Score**

No	Initial	Class	Score	Quality Score
1	RER	TBI-1	86.66	High
2	KP	TBI-1	86.66	High
3	DSN	TBI-1	90	High
4	DH	TBI-1	93.33	High
5	NHH	TBI-1	56.66	Enough
6	UH	TBI-1	60	Enough
7	PAN	TBI-1	76.66	High
8	RFN	TBI-1	86.66	High
9	ED	TBI-1	70	Enough
10	NHL	TBI-1	33.33	Poor
11	NA	TBI-1	40	Poor
12	SR	TBI-1	80	High
13	SAR	TBI-1	60	Enough
14	NH	TBI-1	90	High
15	YSS	TBI-1	90	High
16	NS	TBI-1	86.66	High
17	RSS	TBI-1	90	High
18	FWN	TBI-1	96.66	High
19	YIA	TBI-1	93.33	High
20	M	TBI-1	90	High
21	RA	TBI-1	90	High
22	TA	TBI-1	86.66	High
23	SZ	TBI-1	83.33	High
24	AN	TBI-1	86.66	High
25	WH	TBI-1	90	High

No	Initial	Class	Score	Quality Score
<b>Total Score</b>			<b>1993.26</b>	
<b>Mean Score</b>			<b>79.73</b>	

From table IV. 2 it showed the classification quality of the students' score. The result showed from 25 students, there were 2 students classified into poor in range score <55 with initial NHL and NA. There were 4 students classified into enough in range score 56 - 74 with initial NHH, UH, ED and SAR. There were 19 students classified into high in range 75-100 with initial RER, KP, DSN, DH, PAN, RFN, SR, NH, YSS, NS, RSS, FWN, YIA, M, RA, TA, SZ, AN and WH.

After classified the result based on the criteria of score test from the Fourth Semester Students on State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan, the researcher concluded the data by using statistic count to make data more clear and understandable, so the resume of the data by using statistic count as follows:

**Table IV. 3**  
**Statistic Count of Students Result Score**

No	Statistics	Variable
1	The lowest Score	33.33
2	The Highest Score	96.66
3	Range	63.33
4	Sum	1993.26
4	Class Interval	6
5	Mean	79.73
6	Median	83.54
7	Modus	92.34

From table IV.3 it was showed the statistic count from this research, where the lowest score was 33.33. The highest score was 96.66. The range score between the lowest score with the highest score was 63.33. The class interval was 6. The mean score was 79.73. The median score was 83.54 and the modus was 92.34.

After getting the data of grammar test from 25 students. Then, the researcher classified each result of student by using the criterion. After that, the researcher made a distribution table to see the frequency absolute and frequency relative and the data would described using chart from every interval of the data .

The frequency score of students result in mastering past tense showed in the table below:

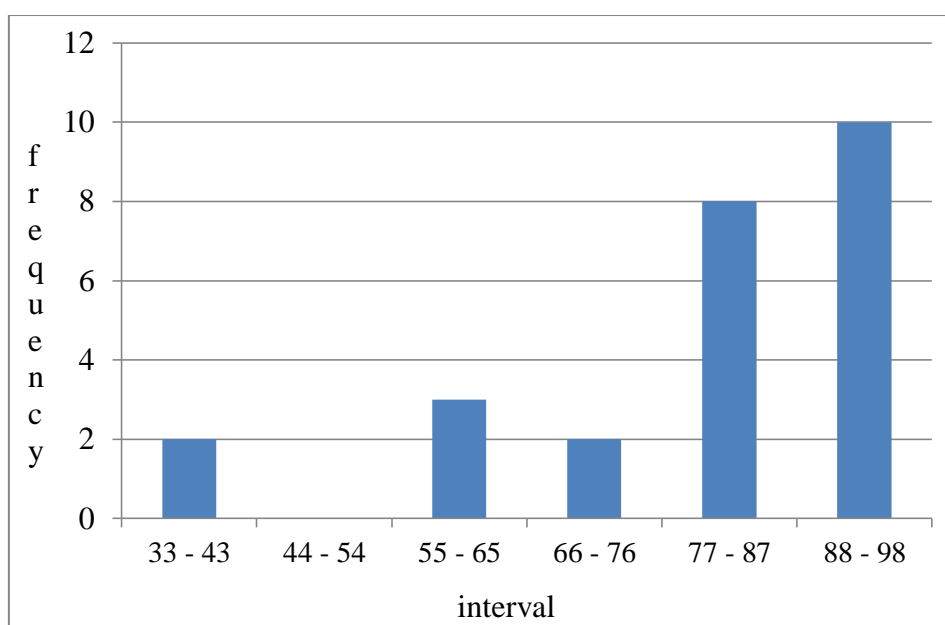
**Table IV.4**  
**The Distribution table of Students Score**

<b>No.</b>	<b>Class</b>	<b>Frequency Absolute</b>	<b>Relative Frequency</b>
1	33 – 43	2	8%
2	44 – 54	0	0%
3	55 – 65	3	12%
4	66 – 76	2	8%
5	77 – 87	8	32%
6	88 – 98	10	40%
<b>Total</b>		<b>25</b>	<b>100%</b>

Based on the table IV.4, it was showed that there were 6 intervals, where the range score was 11 in every interval. In interval 33 – 43 it was 2 students with percentage 8 %, in interval 44 – 54 there is no students

get score between them with percentage 0%, in interval 55 – 65 there were 3 students with percentage 12%, in interval 66 – 76 there were 2 students with percentage 8%, in interval 77 – 87 there were 8 students with percentage 32% and the last in interval 88 – 98 there were 10 students with percentage 40%.

Based on the table IV.4, it can be drawn at histogram as below:



**Figure IV.1**  
**Histogram of The students ability in mastering past tense**

From histogram above, it concluded in interval 33 – 43 there were 2 students. In interval 44 – 54 there is no students. In interval 55 – 65 there were 3 students. In interval 66 – 76 there were 2 students. In interval 77 – 87 there were 8 students and in interval 88 – 98 there were 10 students.

From the data above, it could be found that formula and the calculating of mean scores as follows:

Mean Score:

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1993.26}{25}$$

$$M = 79.73$$

From the calculating above, the students' ability about past tense at the fourth semester students of English department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsisimpuan on academic year 2022/2023 could be categories into high category with mean score 79.73.

This research applied distribution frequency to describe the data of students' ability on grammar mastery about past tense. To know the students' ability about past tense can be used the criteria of mean score. The description of classification or criteria of mean score about past tense at the fourth semester students of English department in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan on academic year 2022/2023 can be seen in the following table:

**Table IV. 5**  
**Classification of Students' result Score about past tense**

<b>Students range Frequency score (lowest to highest)</b>	<b>Category</b>	<b>Amount of Students</b>
75-100	High	19
56-74	Enough	4
≤55	Poor	2

Based on the table IV. 5 above, it can be seen the table of frequency distribution shown that the students' ability about past tense were high, with 19 students got high category in range score from 75-100. There were 4 students classified into enough classification in range score 56-74 and 2 students categorized into poor in range score  $\leq 55$ .

Based on the students result test about past tense, the researcher conclude the students ability in mastering simple past tense at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan was categorized into high category, with mean score 79.73.

### **C. DISCUSSION**

There were another researcher that have done a research about simple past tense, they were:

First is done by Widiawati. Her study aims to determine the students' ability to use the simple past tense in writing narrative texts. The method used in this study is a qualitative method, the sample in this research was thirty students in the first grade of SMA Negeri 1 Parung in the academic year 2021/2022. In this study data collection was carried out in two ways, namely; student work and interviews. The results of the study found that the students' ability using the simple past tense on the writing narrative test is 70% (good). There were 23 students (77%) got a score of 66-79 (good) and 7 students (23%) got a score of 56-65 (sufficient). However, there are three difficulties that students face in using the simple past tense when writing, namely; the

lack of nature of simple past tense, differences in language between English and Indonesian, the students' lack of motivation, and lack of practice.<sup>1</sup> The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan in academic year 2022-2023, wether in her thesis she applied the research in the tenth grade students in senior high school in academic year 2021-2022. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using narrative text. The next difference was the resut number of students score in mastering simple past tense.

Second was done by Febriza. Her research was aimed to improve the students' ability in using the simple past tense through climbing grammar mountain game. The subjects of this study were 32 students at 8th grade at SMPN 1 Percut Sei Tuan. This research was conducted by using classroom action research that consisted of 2 cycles. The result of pre test showed that the mean of the students' score was 41.71 in which there were 5 students (15.625%) passed minimum passing grade. In the post test I, there were 11 students (34.375%) passed minimum passing grade and mean of the students' score was 60.93. Then, in the post test II, there were 27 students (84.375%)

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<sup>1</sup> Sri Mulyani Widiyawati. An Analysis of Students Ability Using Simple Past tense in Writing Narrative Text (A Study on the Tenth Grade Students of SMA Negeri 1 Parung in Academic Year 2021/2022). 2022.

passed minimum passing grade and mean of the students' score was 80. This result was strengthened by the observation and the interview that showed the students were enthusiastic and active in the learning process.<sup>2</sup> The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan in academic yesr 2022 - 2023 wether in her thesis she applied the research in the eighth grade students in junior high school. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using simple past tense through climbing grammar mountain game. The next difference was the resut number of students score in mastering simple past tense.

The third was done by Halim. This research used descriptive research method. It is used to describe the ability of the student at Politeknik Negeri Ujung Pandang in mastering simple past tense. The instrument used in this research is test through completing uncompleted short story. There are 20 students as sample, which were taken by using random sampling. The result of the research shows that the ability of the student at Politeknik Negeri Ujung Pandang in mastering simple past tense is bad. The mean score was 2.9. This implies that the students' ability should be improved through more

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<sup>2</sup> Deby Febriza. Improving the Students' Ability in Using the Simple Past tense through Climbing Grammar Mountain Game of Grade Eight at SMPN 1 Percut Sei Tuan. 2019.

intensive material on simple past.<sup>3</sup> The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research in the student at Politeknik Negeri Ujung Pandang. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using simple past tense through completing uncompleted short story. The next difference was the resut number of students score in mastering simple past tense.

Fourth was done by Framana. He found in his thesis after interviewing the students who have low score, the writer conclude that the result of the research shows that the teacher did not have any particular strategy students are lazy to write and did not understand about simple past tense. Hence students have low ability in simple past tense. Based on the interview with the teacher and students it shows they are lack of facility to support the process of teaching English especially for simple past tense. In conclusion there are some problems that need to overcome in order the teaching of simple past tense is effective.<sup>4</sup> The similarities this research with her research was the variable of research about students ability in simple past tense. While the

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<sup>3</sup> Shanty Halim. *The Ability of Student in Mastering Simple Past tense at Politeknik Negeri Ujung Pandang*. English Program of State Institut of Islamic Study Palopo. 2018

<sup>4</sup> Angga Framana, *An Analysis on Students' Simple Past tense Ability, (A case study at the eight grade students of SMP Negeri 22 Bengkulu Selatan in the academic year 2017/2018)*, (Bengkulu: Universitas Bengkulu, 2019)

different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan wether in her thesis she applied the research in the eighth grade students in junior high school. The next difference was the resut number of students score in mastering simple past tense.

Fifth is done by Suryani. She found that after interviewing the students, the writer would like to conclude that the result shows that the mean score of students was 68.4. Its mean that the students' ability in simple past tense at SMA N 1 Dukuhwaruin 2019/2020 was poor. The result of the study showed that the students simple past tense ability were categorized 12 students (48%) categorized as poor, 8 students (32%) categorized as average, 3 students (12%) categorized as very poor and 2 students (8%) categorized as very good. Meanwhile having analyzed the students' ability in each of the grammar aspects, in aspect content and organization in the category were good to average and aspect vocabulary, grammar, mechanics were category fair to poor.<sup>5</sup> The similarities this research with her research was the variable of research about students ability in simple past tense. While the different was the population was different, where this research was applied in fourth semester students' of English Departement in State Islamic University Syekh Ali Hasan Ahmad Addary Padangidimpuan in academic year 2022-2023, wether in her thesis she applied the research at SMA N 1 Dukuhwaruin

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<sup>5</sup> Ratih Suryani, *An Analysis of Students' Ability in Past tense* (Tegal: Universitas Tegal, 2020).

2019/2020. Another difference was this research use test with multiple choices form, while she applied the simple past tense by using simple past tense through completing uncompleted short story. The next difference was the resut number of students score in mastering simple past tense.

## **CHAPTER V**

### **CLOSING**

#### **A. CONCLUSION**

Based on the result of the research and calculating the data, the object of this research were to analyze the students' ability about simple past tense. After treating the collecting the data, the conclusion was the students' ability in mastering simple past tense can be categorized into high category. It can be seen from mean score of the students' ability about simple past tense, it was 79.73

#### **B. IMPLICATION**

Implication is a consequence or direct result of the findings in a scientific study. The result of this study were about students ability in mastering simple past tense at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Based on the result of study, it is known that students ability in mastering simple past tense at the fourth semester students of English department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan categorized into high category with mean score 79.73. A study that has beenn carried out in an educational environment, the conclusion drawn certainly have implications in the fields of education and also subsequent research. In connection with this, the implications was:

1. Based on the result of research that the strategy used by teacher is very useful to improve the enthusiasm of students in learning process in the classroom. Therefore, teachers try to provide more interesting learning methods in every meeting to make students more interested in learning English.
2. Based on the theory that has been explained by researcher, it can be seen that the selection of teaching method is good, it seen from the students result score in mastering simple past tense of the fourth semester students of English Department in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **C. SUGGESTION**

After finishing the research, the researcher took the conclusion, this research has some suggestion. Therefore, the writer has suggestion to:

1. For Lecturer : Hopefully this research give informations about the students result in mastering simple past tense and to overcome students` difficulties in mastering grammar skills, especially in simple past tense.
2. It is suggested to English lecturer to keep teaching, especially in the discussion about past tense.
3. For readers : Hopefully this research increase the readers knowledge about simple past tense, in all the form of simple past tense from verbal sentence to nominal sentence.

4. For the next researcher : Hopefully the result of this research can be used as a reference for other researcher who has the similar research that is about simple past tense.

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## **CURRICULUM VITAE**

### **I. Personal Details**

1. Name : Muhammad Yusuf
2. Reg. Number : 1720300085
3. Gender : Male
4. Date of Birth : Medan, 25<sup>th</sup> September 1999
5. Nationality : Indonesia
6. Marital Status : Single
7. Religion : Islam
8. Address : Prof M. H Yamin Street, Padangsidimpuan
9. Phone Number : +62 821-6671-8117

### **II. Parents**

1. Father
  - a. Name : Indra Bungsu
  - b. Address : Prof M. H Yamin Street, Padangsidimpuan
  - c. Phone Number : +62 821 6671 8117
2. Mother
  - a. Name : Sri Handayani
  - b. Address : Prof M. H Yamin Street, Padangsidimpuan
  - c. Phone Number : +62 821-6671-8117

### **III. Educational Background**

1. SD Negeri 200106 Padangsidimpuan : 2005-2011
2. SMP Negeri 6 Padangsidimpuan : 2011-2014
3. SMA Negeri 5 Padangsidimpuan : 2014-2017
4. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary  
Padangsidimpuan : 2017-2024

## APPENDIX

### APPENDIX 1

#### Test

Name :

Class :

Date :

#### A. Answer these question based on the choices (a, b, c and d)!

1. Hasyim .....born on November 11, 1999 in Aceh.  
a. Is                      c. Are  
b. Was                    d. Were
2. Mr. Ridwan and Mrs. Hasnah ..... in Bandung last weekend.  
a. Was                    c. Are  
b. Is                        d. Were
3. The man finished his Qur'an memorization.....  
a. Last week      c. Now  
b. Tomorrow      d. Next week
4. Did Rizky leave any message forme?  
a. Yes, he does.      c. No, he doesn't  
b. Yes, he do          d. No, he didn't
5. Ahmad : What did you ..... for your mother?  
Jannah : I buy dates for her  
a. Buying              c. Buys  
b. Buy                    d. Bought
6. Husein didn't ..... to school yesterday because his father passed away.  
a. Come                c. Coming  
b. Comes               d. Came
7. Rasyid couldn't go home, so he ..... a letter to her Mom.  
a. Writes                c. Written  
b. Wrote                d. Writing

8. Maryam..... not happy when she got a bad score in math.  
 a. Was                      c. Is  
 b. Were                      d. Are
9. I really enjoyed my trip to Jogja .....
- a. Next weekend      c. Last weekend  
 b. Tomorrow          d. Next month
10. Rohimah didn't ..... her homework  
 a. Bring                      c. Bringing  
 b. Brought                  d. Brings
11. Mahdi ..... the car for six hours  
 a. Driven                      c. Driving  
 b. Drove                      d. Drive
12. I ..... My grandmother three days ago  
 a. Visit                      c. Visits  
 b. Visiting                  d. Visited
13. My cat ..... sick three days ago  
 a. Were                      c. Are  
 b. Is                              d. Was
14. She ..... very happy last night.  
 a. Had been                  c. Was  
 b. Has been                  d. Were
15. Malik ..... attend Aqidah class yesterday  
 a. Does not                  c. Were not  
 b. Did not                      d. Was not
16. Safa                      : Hi, what did you do last night?  
 Syamil                      : .....
- a. I am watching film about the story of Islam last night  
 b. I watch film about the story of Islam last night  
 c. I watched film about the story of Islam last night  
 d. I watches film about the story of Islam last night
17. Habib ..... Ridwan in the afternoon  
 a. Have meet                  c. Meet  
 b. Has meet                      d. Met

18. Iqbal ..... out of the window  
a. Looks                      c. Had look  
b. Look                        d. Looked
19. My mother ..... the floor last morning  
a. Swept                      c. Sweep  
b. Sweeps                    d. Sweeped
20. We ..... some fruits 2 days ago  
a. Ate                         c. Eaten  
b. Eating                     d. Eat
21. .... they go to Mosque last night?  
a. Do                         c. Did  
b. Done                      d. Are
22. My teacher ..... me about hadist two days ago  
a. Teaches                  c. Teaching  
b. Teach                     d. Taught
23. Ikhsan won the speech contest .....
- a. Last week                c. Now  
b. Tomorrow                d. Next week
24. They didnt ..... the answer of the question  
a. Knowing                 c. Know  
b. Knew                     d. Knows
25. Five years ago, she ..... 10 years old  
a. Was                        c. Did  
b. Were                      d. Are
26. Yusuf and Andi..... my classmate last year  
a. Did                        c. Was  
b. Were                      d. Does
27. We don't ..... our holiday anywhere  
a. Spent                     c. Spending  
b. Spend                    d. Spends

28. .... she beautiful?  
 a. Were                      c. Was  
 b. Does                      d. Did
29. My father ..... me a present in my birthday yesterday  
 a. Gave                      c. Give  
 b. Was give                d. Were gave
30. She didn't ..... the math class last week  
 a. Attend                    c. Attended  
 b. Was attend              d. Were attend

**TEST KEY ANSWER**

<b>1. B</b>	<b>6. A</b>	<b>11. B</b>	<b>16. C</b>	<b>21. C</b>	<b>26. B</b>
<b>2. D</b>	<b>7. A</b>	<b>12. D</b>	<b>17. D</b>	<b>22. D</b>	<b>27. A</b>
<b>3. A</b>	<b>8. A</b>	<b>13. D</b>	<b>18. D</b>	<b>23. A</b>	<b>28. D</b>
<b>4. D</b>	<b>9. C</b>	<b>14. C</b>	<b>19. A</b>	<b>24. C</b>	<b>29. A</b>
<b>5. B</b>	<b>10. A</b>	<b>15. D</b>	<b>20. A</b>	<b>25. A</b>	<b>30. A</b>

**APPENDIX 2**

**Table 1**  
**Students' Result Score of Simple Past Tense Test**

<b>No</b>	<b>Initial</b>	<b>Class</b>	<b>True</b>	<b>False</b>	<b>Score</b>
1	RER	TBI-1	26	4	86.66
2	KP	TBI-1	26	4	86.66
3	DSN	TBI-1	27	3	90
4	DH	TBI-1	28	2	93.33
5	NHH	TBI-1	17	13	56.66
6	UH	TBI-1	18	12	60
7	PAN	TBI-1	23	7	76.66
8	RFN	TBI-1	26	4	86.66
9	ED	TBI-1	21	9	70
10	NHL	TBI-1	10	20	33.33
11	NA	TBI-1	12	18	40
12	SR	TBI-1	24	6	80
13	SAR	TBI-1	18	12	60
14	NH	TBI-1	27	3	90
15	YSS	TBI-1	27	3	90
16	NS	TBI-1	26	4	86.66
17	RSS	TBI-1	27	3	90
18	FWN	TBI-1	29	1	96.66
19	YIA	TBI-1	28	2	93.33
20	M	TBI-1	27	3	90
21	RA	TBI-1	27	3	90
22	TA	TBI-1	26	4	86.66
23	SZ	TBI-1	25	5	83.33
24	AN	TBI-1	26	4	86.66
25	WH	TBI-1	27	3	90
<b>Total Score</b>					<b>1993.26</b>

### APPENDIX 3

**Table 2**  
**Students' classification Score of Simple Past Tense Test**

<b>No</b>	<b>Initial</b>	<b>Score</b>	<b>Quality Score</b>
1	RER	86.66	High
2	KP	86.66	High
3	DSN	90	High
4	DH	93.33	High
5	NHH	56.66	Enough
6	UH	60	Enough
7	PAN	76.66	High
8	RFN	86.66	High
9	ED	70	Enough
10	NHL	33.33	Poor
11	NA	40	Poor
12	SR	80	High
13	SAR	60	Enough
14	NH	90	High
15	YSS	90	High
16	NS	86.66	High
17	RSS	90	High
18	FWN	96.66	High
19	YIA	93.33	High
20	M	90	High
21	RA	90	High
22	TA	86.66	High
23	SZ	83.33	High
24	AN	86.66	High
25	WH	90	High

## APPENDIX 4

### Statistic Count From Students Score

The students' score from low score to high score

33.33	40	56.66	60	60
70	76.66	80	83.33	86.66
86.66	86.66	86.66	86.66	86.66
90	90	90	90	90
90	90	93.33	93.33	96.66

1. The highest score = 96.66
2. The lowest score = 33.33
3. Range = (Highest score – Lowest score = 96.66 – 33.33= 63.33)
4. Total of Class =  $1 + 3,3 \log (n)$   
=  $1 + 3,3 \log (25)$   
=  $1 + 3,3 (1,39)$   
=  $1 + 4.587$   
=  $5.587$   
= 6

Table frequency The students' Score

Class	Frequency
33 - 43	2
44 - 54	0
55 - 65	3
66 - 76	2
77 - 87	8
88 - 98	10
<b>Total</b>	<b>25</b>

### 5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1993.26}{25}$$

$$M = 79.73$$

### 6. Median

$$(i) = 77 - 0.5 = 76.5$$

$$(b)n = 25$$

$$F = 8$$

$$f = 7$$

$$p = 11$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 76.5 + \left(\frac{\frac{1}{2}25 - 8}{7}\right)11$$

$$Me = 76.5 + \left(\frac{12.5 - 8}{7}\right)11$$

$$Me = 76.5 + 7.04$$

$$Me = 83,54$$

### 7. Modus

$$Tb = 88 - 0.5 = 87.5$$

$$P = 11$$

$$Mo = Tb + p\left(\frac{b}{b + b_1}\right)$$

$$Mo = 87.5 + 11\left(\frac{8}{8 + 10}\right)$$

$$Mo = 87.5 + 4.84$$

$$Mo = 92.34$$

## APPENDIX 5

### DOCUMENTATION OF RESEARCH



The researcher distribute the test and explain what going to do with the test



The researcher give the students time to answer the test



The students did the test



The researcher controlled the students did the test



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Nomor : **B//32 /Un.28/E.1/PP.00.9/02/2023**      23 Februari 2023  
Lamp : -  
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Kepada Yth:

1. **Fitri Rayani Siregar, M.Hum**      (Pembimbing I)
2. **Yusni Sinaga M.Hum**      (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Muhammad Yusuf  
NIM : 17 203 00085  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Students' Ability in mastering Past Tense at Fourth semester of English Department UIN Syahada Addary Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidempuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih

Mengetahui  
an. Dekan

Wakil Dekan Bidang Akademik

Ketua Program Studi  
Tadris bahas inggris



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Lampiran : -  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

27 November 2023

Yth. Ka. Program Studi  
Tadris Bahasa Inggris

Dengan hormat, bersama ini kami sampaikan bahwa

Nama : Muhammad Yusuf  
NIM : 1720300085  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jln. Profesor M.Yamin (Kampung Teleng)

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Student's Ability in Mastering Simple Past Tense at Fourth semester of English Department UIN Syahada Addary Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A  
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Nomor : 87 /Un.28/E.6a/PP.00.9/12/2023  
Hal : Surat Keterangan Penelitian

15 Desember 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan bahwa:

Nama : Muhammad Yusuf  
NIM : 1720300085  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dari tanggal 27 November 2023 dengan judul "The student's ability in mastering simple past tense at fourth semester of english department state islamic university syekh ali hasan ahmad addary padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.  
NIP. 19820731 200912 2 004