



**THE STUDENTS' ABILITY IN SIMPLE PAST TENSE
AT GRADE VIII SMP N 1 PANYABUNGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirement of the Degree of Educational scholar (S.Pd.)
in English Program*

Written By:

ZUL KHOIRIA HASIBUAN
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**ENGLISH EDUCATIONAL DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **ZUL KHOIRIA HASIBUAN**, entitled "**THE STUDENTS' ABILITY IN SIMPLE PAST TENSE AT GRADE VIII SMP N 1 PANYABUNGAN.**". 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 IAIN 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 IAIN Padangsidempuan. Thank you.

Wassalam 'alaikum wr.wb.

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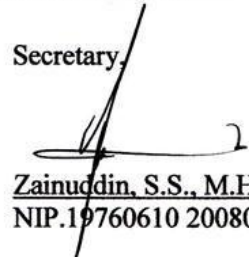
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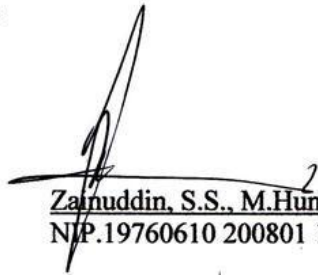


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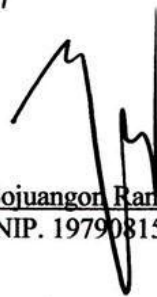
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ABSTRACT

This research focused about the simple past tense on students' ability at grade VIII SMP N 1 Panyabungan. The problem of research were most of the students not failed in understanding the simple past tense, it occur when the teacher gives some question based on simple past tense, they answer diverge to the questions, most of students still get enough grade with average 75,87, meanwhile the standard of English competency in this school is 75, and the students were high in tenses and good in simple past tense. So make they like to answered and understand the simple past tense activities. The aim of this research was to find out the ability in simple past tense on students' ability at grade VIII SMP N 1 Panyabungan.

This research was quantitative approach by using descriptive method. Furthermore, the technique of collecting the data used test. After getting the result of the research, it can be concluded that the students' ability in simple past tense at Grade VIII in SMP N 1 Panyabungan was 75, 87 %. It can be categorized into high categories. There not difficulties that faced by students when they answered in simple past tense.

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Padangsidempuan, Juni 2018

Researcher,



ZUL KHOIRIA HASIBUAN

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CHAPTER I

INTRODUCTION

A. Background of Problem

English is one of international languages in world and important language in school, business, and social as well as interaction in internet between countries to another country. It is used by students in school and people in other country for communication. English is regarded as essential language in globalization era.

Meanwhile language is a system for expression of meaning reflected in structure of language as an instrument to express meaning. With language, people can understand meaning language easily. Then it also useful to enable people to think it well.

English is one of languages which spoken by most people as a medium of international communication. In using English to interact, main purpose is to convey ideas, thoughts opinion and comment in both oral and written forms. English is used also in newspapers, magazine, scientific books, and television all over word. English is international language very important to study.

In Indonesia English use as foreign language. English is taught as foreign language in elementary schools, junior high schools, senior high schools and Universities. There are four main skills in English teaching: those are reading, listening, speaking and writing. Reading and listening are called receptive skill, while speaking and writing are called productive skills.

Writing is one of four skills in English teaching and learning process. It means that writing is one of language skill which is important to be mastered by students in order to convey their knowledge's and ideas in writing to other people.

Writing is way to tell and to express idea, opinion, message, feeling and something else in written form. Writing is an activity to transfer idea from though into paper, which ideas usually come from experiences. In writing, students are expected to be able to express or transfer their idea into paper. Therefore, students must be able to write well. It mean that students are expected to have more skill in writing.

Writing is a process of expressing ideas or someone thought in words. Writing very enjoyable as long as it has ideas that writer wants to achieve. Students' are very important knowledge to describe their ideas or thought in written form based on purpose they want to describe so that they have writing ability in write good sentences.

A sentence is a group of words that express a complete idea and includes a subject and a verb. In writing a sentence, students often meet word to show simple past tense. The students are still difficult for placing regular verb or irregular verb in sentences.

Furthermore, simple past tense is one of sixteen tense where main purpose of simple past tense is to get good writing sentences. Simple past tense is very important for writing sentences. Simple past tense should clearly describe

its purpose in detail. People received it would focus on substance of writing sentences in simple past tense. So writing sentences in simple past tense is purpose to arrange sentences, to identify time signal, types, rule, use of simple past tense, and knowledge in written.

Further, students must able to write simple paragraph into simple past tense, because student only remember it when studied. After finishing study, students are not conscious that around them many regular verb and irregular verb. Simple past tense looked very easy, when it is in sentences. But, students do not know how to identify simple past tense in sentences. Then, often found students can't use simple past tense well. Example, sometimes students can't differentiate where is regular verb and where is irregular verb or they do not know position of regular verb and irregular verb exactly in sentences. Some students are unable to write good writing sentences. They are not able yet to identify types, use simple past tense, rule, and knowledge in written form orderly such as in writing sentences, it is still big problem for them.

Based on researcher interview with Mislan¹ students' problem in writing sentences, can't identify that most of students lack interesting in writing in using simple past tense, lack in comprehension of composition of writing sentences, motivation to write sentences is low that they are idle in practicing. However, in reality there are many students do not review their studies, then students often did not do their homework. In addition, if students are not able to understand

¹Mislan, English Teacher in SMP N 1 Panyabungan, *Private Interview* (Panyabungan: SMP N 1 Panyabungan on Saturday January 09th 2018 at 10.00 a.m)

about writing English especially how to make good sentence in simple past tense they will find many difficulties in writing ability but they can attack it through giving many exercises about writing sentences in simple past tense.

Based on Phenomena above, researcher want to do a research about “**The Students’ Ability in Simple Past Tense at Grade VIII SMP N 1 Panyabungan**”.

B. Focus of Research

As has been mentioned before, this research is dealing with students’ ability focus on problem in the students’ ability in simple past tense.

C. Formulation Of Problem

From focus of research above, researcher formulated this problem is “What is students’ ability in simple past tense at grade VIII students’ SMP N 1 Panyabungan?”

D. Aims of Research

The aims of research is “To describe students’ ability in simple past tense at grade VIII SMP N 1 Panyabungan.”

E. Significances of Research

Significances of research are large contributions depending on where and who ever a result of research being useful in terms of education. Significances of research are:

1. To English teachers of SMP N 1 Panyabungan, to motivate students to increase their ability especially formulation in simple past tense.

2. To headmaster of SMP N 1 Panyabungan as supervisor to supervise development of students and teacher in English learning process, and to another headmaster.
3. To other researcher who will do research in some topic.

F. Definitions of Terminologies

To avoid vagueness and misunderstanding in assuming title of research, then it will clarify definition of terminologies variables in title: The students' ability in simple past tense at grade VIII SMP N 1 Panyabungan.

1. Student

Word student in this topic of discussion means a person who is studying at a school, college, and university. A.S. Hornby states: "student means: anyone who studies or who is devoted to acquisition of knowledge".² While in Jhon M. Echols dictionary that student is siswa.³

Based those definition above, researcher concludes that student is a person who lives together and studies in formal education and who is their relation as a member of society to develop education level process.

2. Ability

Ability is power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can determine as

²A.S Honrby. *Oxford Advanced Learner's Dictionary*, (New York: University Press, 2005), p. 2.

³Jhon M. Echols, *Kamus Inggris Indonesia*, (Jakarta: PT Gramedia Pustaka Utama, 2003), p. 563.

a skills, expertness, or talent.⁴ According to Arief Budiman that ability is “Skill, talent, qualification, competence, power and cleverness”.⁵ Based of definitions above, ability is a power, capacity or mental to do something. In this case would seen skill or intelligence of students in writing sentences using simple past in narrative text.

3. Simple past tense

Past tense is use to indicate an action completed in past time or past habits, and past tense is which one of tense sixteen tenses. According to Jayanthi Dakshina Murthi that past tense is “When a verb is used show that an action was completed”.⁶ So, past tense is show to happen and event in past time or habits and show a verb used to an action was completed.

Based on definition above, researcher concludes that title show to analysis ability of students’ in writing sentences focused on writing sentences using simple past tense in narrative text.

G. Outline of Thesis

The systematic of this thesis are divided into five chapters, each chapter consist of many sub chapters detail as follow:

Chapter one discuss about introduction consist of: background of problem, focus of problem, formulation of problem, aims of research,

⁴Victoria Neufelat, David B. Guralmik. *Webstren New World collage dictionary*, (USA: ac Millan,1995), p. 2.

⁵Arief Budiman, *Kamus Sinonim-Antonim Inggris Indonesia*, (Bandung: Pustaka Grafika,2004), p. 16.

⁶Jayantyi Dakshina Murthi, *Contemporary English Grammar*, (New Delhi: Bit’s ‘N’ Bytes, 2003), p. 151.

significances of research, definitions of terminologies in research, until outline of thesis explained contents each chapter.

Chapter two discuss about theoretical description, review of related findings, and hypotheses of research.

Chapter three discuss about research methodology consist of: place and time, research design, population and sample, instrument of collecting data, validity of instrument, techniques of data analysis.

Chapter four discuss about result of research consist of: description of data, hypothesis test, discussion, and threats of research.

Chapter five discuss about conclusions and suggestions.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

The Students' Ability in Simple Past Tense

1. Student

Student is a person who study started from kindergarten (TK), Elementary school (SD), Junior high school (SMP), Senior high school (SMA) and until University. According to Hornby state that students is a person who studying at college or University.¹ While in Jhon M. Echols dictionary that student is siswa.²

Rama Yulis stated in Ilmu Pendidikan Islam, “siswa adalah anggota masyarakat yang berusaha mengembangkan dirinya melalui Janis dan tingkat pendidikan tertentu”.³ Its means “student is member of society that effort to develop his/her self through education level process and kinds of certain education.

Based those definition above, research concludes that student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

2. Ability

Ability is power to do something physical or mental achievement.

According to Hornby states that ability “able to do or level of skill or

¹Hornby, *Oxford learners Pocket dictionary, (New Edition)*, (New York: Oxford University Press, 1983). p. 429.

²*Ibid.*,p. 563.

³Rama Yulis, *Ilmu Pendidikan Islam*,(Jakarta: Kalam Mulia 2008), p. 77.

intelligent”.⁴ While A Merriam Webster states that ability is “physical, mental or legal to perform (ability accomplish whatever he sets his mid to)”.⁵

According to Woodwooth and Marquis, word “ability” has tree meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of instrument or devised test.
- b. Capacity is potential ability and can measured by unstraight, individual’s capacity.
- c. Aptitude is quality and can express by especially training.⁶

Based on above definitions, researcher concludes that ability is a power or mental of skill or intelligence of a person to do something.

3. Simple Past Tense

a. Definition of Simple Past Tense

Simple past tense is one of tenses in grammar. It is needed to show a time, simple past tense is a tense that show activities in past time. According to Wren and Martin stated that past tense is “Past tense is to indicate an action completed in past”.⁷ According to Fitikides that past tense is “Used when a definite time or date is mentioned, while present perfect is used when no time is mentioned”.⁸ According to Cliffs past tense is “Used for a completed action that happened at one specific time in the past”.

⁴Hornby, *Oxford Learners Pocked Dictionary, (New Edition)*,... p. 1.

⁵A Merriam Webster, *Webster’s Colegiate thesaurus* ,(USA: Massa Chussets, 1976), p. 33.

⁶H. Dauglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy* (New Jersy: Engle Wood Cliffs, 2001), p. 236-238.

⁷Wren and Martin, *High School English Grammar and Composition*, (Chand and Company LTD: Ram Nagar, 1990), p. 82.

⁸J. Fitikedes, *Common Mistakes In English* (Jakarta: Binarupa Aksara, 1990), p. 28.

According to Betty Schramper stated: “Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past (e.g. yesterday, last night, two days ago, in 1990)”.⁹ Hilman Fariz Mukti stated: “simple past tense menerangkan aktifitas atau kegiatan yang sepenuhnya terjadi pada waktu lampau dalam bentuk sederhana”.¹⁰ It mean simple past tense expressed an action in past time in simple form. So, it can be concluded that simple past tense is used for a completed action, activities or situation that happened at one specific time in past.

Wishon and Burk also agreed to explanation above, they stated “simple past tense is used to report a state or activity which can be ascribed to a definite past time.

Based on above definition, researcher concluded that simple past tense is show to action or happened in past time or past habits.

b. The Using of Simple Past Tense

The using of simple past is quite similar to expression “used to”, to describe habit which stopped in simple past tense. It have same meaning as “used to”. To make it clear that we are talking about habit, we often add expressions such as: always, often, usually, never, when I was child, when I was younger, etc.

⁹Betty Schramper Azar, *Understanding and Using English Grammar* (New Jersey: Englewood Cliffs, 1989) p. 17.

¹⁰Hilman Fariz Mukti, *Complete English Grammar* (Yogyakarta: Absolute, 2008) p. 197.

Simple past tense is verbs tense that is used to talk about things that happened or existed before now. Imagine someone asks what your brother Wolfgang did while he was in town last weekend. Remember that Simple Past Tense is used to indicate and action in past. So Jayanthy Dakshina Murthy¹¹ explained used of simple past tense as follow:

1. For a past action with past time adverbs:

Example: - She went to Panyabungan in 1990.

- John worked to Japan in 2011

2. For a past discontinued habit.

Example: - She usually cooked in the morning.

- They usually watered flowers in the evening.

Sometimes this tense is used without an adverb of time. In such cases time may be either implied or indicated by context.

Example: - I didn't sleep well. (i.e. Last night)

- I couldn't take a rest. (i.e. Last night)

c. Time Signal of Simple Past tense

Time signals are used in simple past tense;

Table 1
Table of Time Signals

Time Signals	Meaning
Yesterday	<i>Kemarin</i>
Day before yesterday	<i>Hari sebelum kemarin</i>
In 2000	<i>Di tahun 2000</i>
Last night	<i>Tadi malam</i>
two days ago	<i>2 hari yang lalu</i>

¹¹Jayanthy Dakshina Murthy, *Contemporary English Grammar*, , , p. 166.

five years ago	<i>5 tahun yang lalu</i>
An hour ago	<i>Sejam yang lalu</i> ¹²

d. Kinds of Simple Past tense

Kinds of simple past tense are:

- 1) Active: is used to statement

Throw and Walk said of verb like “Active 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.”¹³

Formulation:

- a) Positive Sentence (+)

Table 2
Formulation Positive in Active

Subject	V ₂	O/C
I You We They She He it	Asked Bought	To my teacher Vegetable

¹²Imam D. Djauhari, *Mastery on English Grammar*, (Surabaya: Indah Surabaya, 2004). p. 54.

¹³Victoria Neufeldt. *Webster's New World Collage Dictionary*,, p. 14.

b) Negative Sentence (-)

It is contain expression or implying a denial or refusal that say “no” or opposite to something regarded as positive specify.¹⁴

Table 3
Formulation Negative in Active

S	Did	Not	V₁	O/C
I	did	not	ask	to my Teacher
You				
We				
They	did	not	buy	Vegetable
She				
He				
it				

c) Short answer question (?)

Table 4
Formulation Short answer question in Active

Did	S	V₁	O/C
Did	I	ask	to my Teacher?
	You		
	We		
did	They	buy	Vegetable?
	She		
	He		
	It		

If answer: Yes, I did or No, I did not

¹⁴Ibid , p. 907

d) Long answer Question (?)

Table 5
Formulation Long answer question in Active

WH-Question	Did	S	V ₁	O/C
What		I		
Where	did	You	ask	to my Teacher?
Who		We		
Whose	did	They	buy	Vegetable?
Whom		She		
How		He		
		It		

Answer: I asked to my teacher

She bought vegetable

2) Passive: is use to correct form of “be” (was/were)¹⁵

It is also denoting voice or form of a verb whose subject is recipient (object) of action of verb.¹⁶

Formulation:

a) Positive Sentence (+)

Table 6
Positive in Passive Formulation

S	Be	V ₃	O/C
I	Was	Asked	To my teacher
He			
She			
It			
We	Were	Bought	Vegetable
You			
They			

¹⁵Raymond Murphy, *Grammar in Use*, (New York: Cambridge University Press, 1989), p. 80.

¹⁶Victoria Neufeld. *Webster's New World Collage Dictionary*,...,p. 988.

b) Negative Sentence (-)

Table 7
Negative in Passive Formulation

S	Be	Not	V ₃	O/C
I He She It	Was	not	Asked	To my teacher
We You They	Were		Bought	Vegetable

c) Short answer Question (?)

Table 8
Short answer in passive formulation

Be	S	V ₃	O/C
Was	I He She It	Asked	To my teacher
Were	We You They	Bought	Vegetable

3) Nominal: is a sentence that's predicate consist of adjective, noun, numeral and adverb, it is not a verb.¹⁷

It also a noun other word or word group, including an adjective that occurs in grammatical function typical of nouns substantive.¹⁸

a) Positive Sentence (+)

¹⁷Betty Schramper Azar. *Basic English Grammar*,, p. 213.

¹⁸Victoria Neufeldt. *Webster's New World Collage Dictionary*,...,p. 988.

Table 9
Positive in Nominal Formulation

S	Be	Noun
I He She It	Was	Teacher
We You They	Were	Teachers

b) Negative Sentence (-)

Table 10
Negative in Nominal Formulation

S	Be	Not	Noun
I He She It	Was	not	Teacher
We You They	Were	not	Teachers

c) Short answer

Table 11
Short Answer in Nominal Formulation

Be	S	Noun
Was	I He She It	Teacher

Were	We You They	Teachers
------	-------------------	----------

4) Verbal: verbal sentences is predicate consist of verb not function in sentences begun with to and called infinitive or non finite verb.¹⁹

a) Positive Sentence (+) (Affirmative sentence)

Affirmative is expression that indicate assent or agreement.²⁰

Table 12
Positive in Verbal Formula

S	V ₂	O/C
I You We They She He It	Bought	Vegetable

¹⁹Satrio Nugroho, *Practical Complete English Grammar*, (Surabaya: Kartika), p. 128.

²⁰Ibid,...,p. 14.

b) Negative Sentence (-)

Table 13
Negative in Verbal Formula

S	Did	Not	V₁	O/C
I You We They She He it	did	not	buy	Vegetable

c) Interrogative Sentence (?)

Table 14
Interrogative in Verbal Formula

Did	S	V₁	O/C
Did	I You We They She He It	buy	Vegetable?

e. Rule of Simple Past

The following rules are used to form Simple Past Tense:

1) Positive or Affirmative has following pattern:

Subject + Verb 2

Example: - John went to New York last year.

- Mark washed the dishes after dinner.

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 → received.
- b) V1 ended by “y”, and before the “y” is a consonant, so change “y” first with “i” then + ed, example: tidy → tidied.
- c) V1 ended by a consonant, before the consonant is a vowel and pronunciation in one syllable or in short sound, so double consonant and + “ed”, example: beg → begged.
- d) V1 followed by a preposition “ed” is placed before preposition.²¹

Also many verbs indicating irregular verbs in English. In irregular verbs don't end in ~ ed, and there is list of some of common irregular verb.

²¹Hilman Fariz Mukti, *Complete English Grammar* ,,,. p. 219-224.

Table 15
Irregular Verb

Simple Present	Simple Past	Simple Present	Simple Past
See	Saw	Take	Took
Have	Had	Eat	Ate
Meet	Met	Leave	Left
Come	Come	Get	Got
Sit	Sat	Become	Became
Begin	Began	Tell	Told
Drink	Drank	Forget	Forgot
Say	Said	Lend	Lent
Go	Went	Buy	Bought
Write	Wrote	Sing	Sang

2) Negative sentence has following pattern:

Subject + Did + Not + Verb 1

Using Past Tense after “did “instead of infinitive without “to”

Example: - I didn't walk to school yesterday.

- He didn't go to school last week.

3) Interrogative sentence has following pattern:

a) Yes/ No Question or Short Answer.

Did + Subject + Verb 1

Example: -X: Did you go to campus yesterday?

Y: Yes, I did or No, I didn't.

- X: Did Mary Walk to school?

Y: Yes, she did or No, she didn't.

b) Information Question or Long Answer.

1. To ask subject with question word “who and what”.

Who / What +Did + Subject + Verb 1

Example: - Who did they see?

- What did Carol buy?

2. To ask information another.

Question Word + Did + Subject + Verb 1

Example: - Where did you go?

- Why did you run?

- When did Anna come?

- What time did Anna come?²²

B. Review of Related Findings

This research title is study on ability in using simple past tense and present Perfect tense by second year students at MAN I Pekanbaru. Result of this research there is low/poor.²³ Based on data, students it can concluded that students ability in writing past tense of mean is (x = 69), this show to ability of students in writing past tense low/poor. Next, a script “An Analysis on the Students’ Ability in Writing Narrative based on Pictures”. Kind of research is qualitative research. Research found that pictures are a good media in writing

²²Harry B Franklin,et. al. *Vocabulary in Context* (Jakarta: Binarupa Akasara, 1990). p. 56.

²³Khairil Anwar, A study on the Ability in using Simple Past Tense and Present Perfect Tense by the Second year students at MAN I Pekanbaru, (*Unpublished Thesis*) (A Thesis Universitas Riau, 2002), p. 30.

ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7.2.²⁴

Then, The Ability Of The Eight Grade Students Of SMP Negeri 3 Padangsidimpuan In Mastering Narrative Text In 2009-2010 Academic Years.²⁵ She concluded that the ability of the eight grade student of SMP Negeri 3 Padangsidimpuan in mastering narrative text is good. It can be seen through the average score is 75. The difficulties of the eight grade students of SMP Negeri 3 Padangsidimpuan in mastering narrative text are: vocabulary and grammar.

So, from researchers above, researcher want to look for other information deeply with the same material in Simple Past Tense. It is “The Students’ Ability in Simple Past Tense at grade VIII SMP N 1 Panyabungan”.

C. Hypothesis of Research

Hypothesis is one of most important components of research problems. This ideas is supported by idea of Suharsimi Arikunto stated “Hypothesis is can be meant as provisional answer to the research problems.²⁶

Hypothesis of this research is as follow: “The students’ ability in Simple Past Tense at grade VIII SMP N 1 Panyabungan is high ability”.

²⁴Sakiah, An Analysis on the Students Ability in Writing Narrative based on Pictures, (*Unpublished Script*),(UMTS Padangsidimpuan, 2005).

²⁵Evi Maya Sari, The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Narrative Text in 2009-2010 Academic Years, (*Unpublished Thesis*),(Padangsidimpuan: UMTS, 2010).

²⁶Suharsimi Arikunto, *prosedur penelitian*. (Jakarta: Rineka Cipta, 2005), p. 156

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of research

Researcher will be done at Junior High School Negeri 1 Panyabungan. It is located at Jl. Abri Ujung, Panyabungan, Mandailing Natal, Sumatera Utara. Subject of this research is VIII grade of students in SMP N 1 Panyabungan 2017-2018 academic years. Time of this research is start from January 2018 until April 2018.

B. Research Design

According to L.R Gay & Peter Airasian: “Quantitative approach are based on the collecting and analysis of numeral data usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments.¹ Based on problem and data analysis, this research is quantitative research. Quantitative research is research that is carried out by collecting numerical data from sample draw a certain population.

Design of this research is descriptive in nature, because researcher will describe students’ ability in simple past tense. This research used descriptive quantitative research because it consist one variable is the students’ ability in simple past tense. Data of collecting researcher by administering test, where at grade VIII in SMP N 1 Panyabungan is asking to ability in simple past tense.

¹L.R Gay & Peter Airasian, *Educational Research: Competence for Analysis & Application*, (U.S.A: Prentice-Hall,2000), p. 8.

C. Population and Sample

1. Population

Suharsimi Arikunto population is a set or collection of all elements possessing one or more attributes of interest.² According to Ary and Sukardi that population is all members of well defined class of people, event, or objects. The last Sukardi describes that population is elements of research as target of result theoretically.

Population of this research is all of students at grade VIII SMP N 1 Panyabungan students in 2017-2018 academic years. Population is grade VIII from ten classes in SMP N 1 Panyabungan.

Table 16
Population of Research

No	Class	Male	Female	Total
1	VIII-1	10	14	24 Students
2	VIII -2	9	11	20 Students
3	VIII -3	9	15	24 Students
4	VIII -4	10	11	21 Students
5	VIII -5	9	13	22 Students
6	VIII -6	7	13	20 Students
7	VIII -7	8	16	24 Students
Total				155 Students

²Suharsimi Arikunto, *Menejemen Penelitian*. (Jakarta: Rineka Cipta, 2005), p. 120.

2. Sample

Arikunto that “Sample is a part of population researched”.³ Result of research from sample take is generalized to whole population, in this researcher take of population as sample subject is less than 100.

Researcher guided to opinion of Suharsimi Arikunto: “when subject is less than 100, it was better to take all together and if its amount was more it should be taken by 10%-15% or 20%-25%.⁴ So from population there researcher take 20%. $20\% \times 155 = 31$

Researcher used “lottery” to choose class, researcher wrote all classes in a paper and rolled them, researcher shake them, and last researcher result of sample are 31 students. Here table of sample from VIII class.

Table 17
Sample from VIII Class

No	Class	Population	%Sample	Result of sample
1	VIII-1	24 Students	20%	5 Students
2	VIII-2	20 Students	20%	4 Students
3	VIII-3	24 Students	20%	5 Students
4	VIII-4	21 Students	20%	4 Students
5	VIII-5	22 Students	20%	4 Students
6	VIII-6	20 Students	20%	4 Students
7	VIII-7	24 Students	20%	5 Students
Total		155 Students	20%	31 Students

³Suharsimi Arikunto, *Prosedur Penelitian*, ..p. 109.

⁴Ibid.. p. 109.

D. Instruments of Collecting Data

To collect data in this research instrument researcher will use:

1. Test

Test is some of question and other tools which used to measure skills, knowledge and intelligences ability. Researcher used multiple chose test by make some questions with 20 items, about writing sentences in simple past tense in order to get information about ability of students in writing sentence in simple past tense.

To know ability of students in simple past tense, researcher use multiple chose test. Tense was limited into simple past tense and lattice of simple past tense is can be look table here.

Table 18
Lattice of Simple Past Tense

No	Lattice	Items	Number of Items	Score
1.	Students are able Into:			
	a. Positive Simple Past Tense	4	10,14,18,20	20
	b. Negative Simple Past Tense			
	c. Interrogative Simple Past Tense	4	1,6,8,9	20
	d. Give adverb for Simple Past Tense	4	3,11,15,13	20
	e. Change to Irregular and	8	2,4,5,7,12,16,17,	40
			19	

	Regular Verb			
TOTAL		20	20	100

So, if all items correctly answer are 100 scores.

E. Validity of Instrument

Validity is a tool used to measure of test. According Sugiyono that validity is an instrument that used to measure what will be measured.⁵ Other expert says that valid instrument is that it measures what it is supposed to measure.⁶ In this research, writer used content validity to establish validity of instrument. Content validity can be done with compare between content of item and matter of lesson. In this research, writer used multiple choose to test students' ability in simple past tense. To make the test become valid so researcher applied construct validity. Construct validity is used to know whether test valid or no by using to expert judgment such as English teacher. Researcher used it to make test become valid.

F. Techniques of Data Analysis

In analyzing data writer use quantitative. The process of data analysis involves making sense out of text and data.

⁵Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2013), p. 248.

⁶Jack R. Frankel, *How To Design and Evaluate Research in Education Seventh Edition* (New York: McGraw-Hill, 2009), p. 111.

Table 19
Table of Souring Criteria⁷

No	Score	Interpretation of value
1	0% - 20%	Lowest
2	21% - 40%	Low
3	40% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

Because researcher use test, so researcher also want to:

1. Know range of data, formulation is

$$\text{Range} = \text{High score} - \text{Low score}$$

2. Know total of class (BK), with formula:

$$1 + 3,3 \log n$$

3. Know interval (*i*) with formula:

$$I = \frac{R}{Bk}$$

4. Know mean score used formula:

$$\bar{x} = \frac{\sum \text{score}}{n}$$

5. Know median score used formula:

$$\text{Me} = b + p \left[\frac{\frac{1}{2}n - F}{f} \right]$$

6. Know modus score used formula:

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

7. Researcher also used tabulation of data, it was do to account and gave score to students answered through test and took on table that consist of

⁷Riduan, *Belajar Mudah Penelitian untuk Guru-Guru Karyawan dan Peneliti Muda*, (Bandung: Alfabeta, 2005), p. 89.

alternative answer, frequency any percentage those all, to obtain the percentage of students' answered and put them on table by using formula below:

$$p = \frac{f}{N} \times 100 \quad \text{Where:}$$

f : Frequency

p : Percentage

N : Number of students

8. Uji Z

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Where: x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion⁸

⁸Ahmad Nizar Ranguti, *Statistik Penelitian Pendidikan*, (Medan: Perdana Mulya Sarana, 2014), p. 80.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

1. History of SMP N 1 Panyabungan

This research has conducted in SMP N 1 Panyabungan which located at Jl. Abri Ujung, Panyabungan, Mandailing Natal, Sumatera Utara. SMP N 1 Panyabungan is one of The National Standard Junior High School in Panyabungan, and with accreditation A.¹ This school was built on 1951 years and this school is junior high school first and old in Kabupaten Mandailing Natal, Sumatra Utara.

This school location borders as below:

1. North side is abutted with Irrigation Projection
2. East side is abutted with TK Model Negeri
3. South side is abutted with Jalan Abri Ujung
4. West side is abutted with Inhabitant Housing Panyabungan Tonga

2. Situation of SMP N 1 Panyabungan

Facilities are factor which establish in implementation education effort to get purpose maximally. There are some facilities in SMP N 1 Panyabungan as follow:

¹Dokumen 1 SMP Negeri 1 Panyabungan, *Kurikulum Tingkat Satuan Pendidikan*, (Tahun Pelajaran: 2015/2016), p. 40.

Table 20
Facilities of school in SMP N 1 Panyabungan

No	Infrastructures	Total	Condition	
			Good	Damage
1	Headmaster room	1	Good	-
2	Teacher room	1	Good	-
3	TU/BP room	1	Good	-
4	UKS room	1	Good	-
5	Class rooms	22	Good	-
6	Lab rooms	1	-	Un useful
7	Library	1	Good	-
8	Osis room	1	Good	-
9	Storeroom	1		Un useful
10	Bathroom headmaster	1	Good	-
11	Bathroom teacher	3	Good	-
12	Bathroom male	4	2 Good	2 un useful
13	Bathroom female	4	2 Good	2 un useful
14	Mosque	1	Good	-

After facility, teacher is one of factor who establish students to success in learning process. Data of teacher in SMP N 1 Panyabungan as follow:

Table 21
Teachers in SMP N 1 Panyabungan

No	Name	L/P	Teacher of lesson	Profession
1	Bahrim Lubis, S.Pd	L	Biologi	Headmaster
2	Abdul Naim	L	Admin	HK
3	Nur Ainun srg, S.Pd	P	BK	TKS
4	Abidah, S.Pd	P	Matematika	PNS

5	Elfi Angriani, S.Pd	P	Fisika	TKS
6	Hermawan, S.Pd	L	Penjas	PNS
7	Katerin sianggur	P	PAI	TKS
8	Linda Sari Hrp, S.Pd	P	IPA	PNS
9	Jernilam, S.Pd	P	Sejarah	PNS
10	Mislan, S.Pd	P	Bahasa Inggris	PNS
11	Zuraidah, S.Pd	P	Bahasa indonesia	PNS
12	Sirun, S.Pd	L	IPS	HK
13	Putri Ramadhani, S.Pd	P	PKn	TKS
14	Suryani, S.Pd	P	Konselor	PNS
16	Aswin, A.Md	L	Seni Budaya	PNS
17	Fitri Riskina, S.Pd	P	Biologi	TKS
18	Siti Adan, S.Pd	P	Bahasa Indonesia	TKS
19	Seri Gemita, S.Pd	P	Matematika	PNS
20	Widya Reza Desfita, S.Pd	P	Fisika	HK
21	Zahara Nasution, S.Pd	P	IPA	PNS
22	Moh. Habib, S.Pd	L	PKn	PNS
23	Lannora Daulay, S.Pd	P	IPA	PNS
24	Murniati Siregar, S.Pd	P	Geografi	PNS
25	M. Ali Rangkuti, S.Pd	L	Konselor	PNS
26	Linda Sari, S.Pd	P	Bahasa Inggris	PNS ²

Table above to description of some teacher data in SMP N 1

Panyabungan at 2017/2018 years academic. So all teachers in this year are 76

²Data was taken from Data Administration of SMP N 1 Panyabungan, 05 April 2018.

persons consists are 20 of male and 56 persons of female. SMP N 1 Panyabungan had 8(eight) English teachers as follow:

Table 22
English Teachers in SMP N 1 Panyabungan

No	Name of English Teachers	Class
1	Ahmad Yusuf, S.Pd	IX
2	Fitri Wahyuni, S.Pd	VII
3	Isma Fitriani, S.Pd	VII
4	Khalijah	VIII
5	Leli Agustina Nasution, S.Pd	VIII
6	Linda Sari, S.Pd	VII
7	Mislan, S.Pd	VIII
8	Putri Handayani, S.Pd	IX

Next is students most important, so students a factor to have a role as a target in education. Here is table of data students sample at VIII SMP N 1 Panyabungan.

Table 23
Sample from VIII Class

No	Class	Population	%Sample	Result of sample
1	VIII-1	24 Students	20%	5 Students
2	VIII-2	20 Students	20%	4 Students
3	VIII-3	24 Students	20%	5 Students
4	VIII-4	21 Students	20%	4 Students
5	VIII-5	22 Students	20%	4 Students
6	VIII-6	20 Students	20%	4 Students

7	VIII-7	24 Students	20%	5 Students
Total		155 Students		31 Students

B. Specific Findings

1. Description of Data about Students' Ability in Simple Past Tense at Grade SMP N 1 Panyabungan

Based on result of test which given to respondents, it can be seen that score of responds between 62 up to 90. It means that highest score gotten by respondent is 90 and lowest score is 62. Description scores of grade VIII (eight) students of SMP N 1 Panyabungan in Simple Past Tense can be seen following description.

Table 24
Total Score of Students' Ability in Simple Past Tense at Eight Grade SMP N 1 Panyabungan

No	Student' Initial Name	Total Score
1	Yusfita Agustina	62
2	Abidah Safitri	80
3	Uswatun Khasanah	62
4	M. Rizki Ramadan Hrp.	76
5	Akmal Hawari	75
6	Ira Fitriani	75
7	Amelia Putri Azizah	78
8	Aldi Alvia	80
9	Puri Sahla	80
10	Dedi Saputra	80
11	Saibah	86
12	Syifa'a Sartika	80
13	Vira Khairani	78
14	Laila Nasmi	76
15	Nurul Wahidh	75
16	Hapipah Turtidho	80
17	Dio Sabidin	68

18	M. Farhan Lubis	75
19	Apung	65
20	Manna Salsabila	75
21	Ilda Mutiah	70
22	M. Luthfi Pulungan	85
23	Saima Putri Nasution	85
24	Hafzi Hazizah	90
25	Ahmad Zaki Batubara	78
26	M. Khodir Lubis	68
27	Elmi Wula Dari	70
28	Rasiyah Andini	65
29	Aida Nurul Padilah	70
30	Linda Suryani	75
31	M. Mutawakil	90
TOTAL		2352

From table researcher found that students' ability in simple past tense was enough from maximal score. Then from 31 students' was only 62 for minimal score and only 90 for maximal score. Students that got 62 score was 2 students. Students that got 65 score was 2 students. Students that got 68 score was 2 students. Students that got 70 score was 3 students. Students that got 75 score was 6 students. Students that got 76 score was 2 students. Students that got 78 score was 3 students. Students that got 80 score was 6 students. Students that got 85 score was 2 students. Students that got 86 score was 1 student. Students that got 90 score was 2 students.

To evaluated students' ability in simple past tense. Researcher has calculated data by using statistic count. Next researcher described data as follow:

Table 25
Students' ability in Simple Past Tense
Had been gotten as in table below:

No	Statistic	Total
1	Total	2352

2	High score	90
3	Low score	62
4	Range	28
5	Mean score	75,87
6	Median	69
7	Modus	77.2
8	Interval	5

From table above it has been known higher score of students was 90 score and low score was 62 score, range 28, mean score 75.87, median score 69, interval was 5, and modus was 77.2. Based on calculation means score above, students could achieved KKM that was 75. So ability of students in simple past tense was 75%.

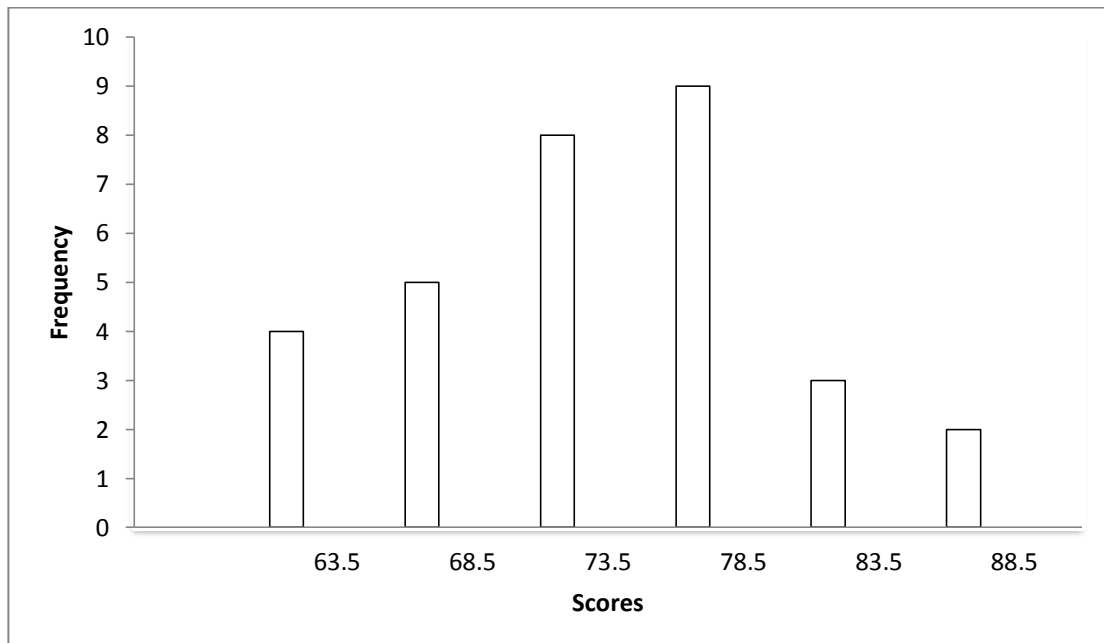
From data above can be known mean score 75.87 and median was 69 and modus was 77.2 from three data constituted as central tendency of students' ability in simple past tense at grade VIII of SMP N 1 Panyabungan. Distributing data above can be seen in following table:

Table 26
Frequency Distribution of Students' Ability
In Simple Past Tense

No	Interval	Median	Frequency(F)	Percentage (%)
1	62 – 66	63.5	4	14%
2	67 – 71	68.5	5	16%
3	72 – 76	73.5	8	26%
4	77 – 81	78.5	9	29%
5	82 – 86	83.5	3	9%
6	87 – 91	88.5	2	6%
TOTAL			N=31	100

From table above, it can be known score of students were 4 students (14%) have 62 up to 66 score, there were 5 students (16%) have 67 up to 71 score, there were 8 students (26%) have 72 up to 76 score, there were 9 students (29%) have 77 up to 81 score, there were 3 students (9%) have 82 up to 86 score, there were 2 students (6%) have 87 up to 91 score.

In continuation, distribution data of problem that students face in simple past tense at grade VIII of SMP N Panyabungan was draw a following histogram.



**Histogram of Students' Ability in Simple Past Tense
At Grade VIII of SMP N 1 Panyabungan.**

Based on figure of histogram above it was describe about frequency every score distance of students' ability in simple past tense. First, in 62 up to 66 score frequency were 4. Second, 67 up to 71 score frequency were 5. Third, in 72 up to 76 score frequency were 8. Fourth, in 77 up to 81 score

frequency were 9. Fifth, in 82 up to 86 score frequency were 3. Sixth, in 87 up to 91 score frequency were 2.

So, from figure of histogram above can be seen that frequency most high 8 were in 72 up to 76 score. It means that students' ability enough because did achieve to KKM at SMP N 1 Panyabungan.

C. Hypothesis Testing

Hypothesis of research was "The students' ability in simple past tense at grade VIII of SMP N 1 Panyabungan are 75.87%". Based on data collected, data will be analyzed to prove hypothesis by using formula of Z-Test. It can be seen as follow:

$$\begin{aligned}
 Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}} \\
 &= \frac{\frac{6}{31} - 0,75}{\sqrt{\frac{0,75(1-0,75)}{31}}} \\
 &= \frac{0,19 - 0,75}{\sqrt{\frac{0,75(1-0,75)}{31}}} \\
 &= \frac{-0,56}{\sqrt{\frac{0,187}{31}}} = \frac{-0,56}{0,006} = -39,3
 \end{aligned}$$

Based on calculating above can be conclude $Z_{hitung} = -39,3 < Z_{tabel} = 2,94$ by level of significance 0.04. So, from result above researcher concludes that hypothesis: the students' ability in simple past tense at grade VIII of SMP N 1 Panyabungan is accepted.

So that, the students' ability in simple past tense at grade VIII of SMP N 1 Panyabungan is high ability.

D. Discussion

In this research, researcher explain about students' ability in simple past tense be obtained in theoretical study, as teacher recruit students must known criteria to get a good teacher in simple past tense. So, where in part simple past tense students must know about definition of simple past tense, using of simple past tense, time signal of simple past tense, kinds of simple past tense and rule of simple past tense.

Addition, there are some criteria of students ability in simple past tense. For first, students must students' ability about definition and formula of simple past tense. Next, students must comprehension about using of simple past tense. Last, students must students' ability in kinds, rule and time signal of simple past tense. Although, from result of test that have be given to students at VIII of SMP N 1 Panyabungan in simple past tense. So, students at grade VIII of SMP N 1 Panyabungan is high students' ability in simple past tense.

Based on explanation above, researcher concluded that students' ability in simple past tense at grade of SMP N 1 Panyabungan was high. Researcher take conclusion that students' high students' ability in simple past tense because result of calculation students' ability in simple past tense was 75%. Result enough from good category.

E. Threats of Research

This research, researcher believe that there were many threats of research. It started from title until technique of analysis data. So researcher knew that it was so enough from excellence thesis and feels that researcher was still enough from perfect.

On doing test, they are can to answered because students follow while teacher teaching. So students make possible to doing test with easy. Researcher believe to generation would be able to do best. Researcher has searched this research only. Finally, it has been because helping from entire advisor and students of English Education Department in IAIN Padangsidempuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on result of data analysis that had described in previous chapter, researcher concluded that there was students' ability in simple past tense at grade VIII of SMP N 1 Panyabungan gave conclusion as follows:

1. The mean score of Students' Ability in Simple Past Tense at grade VIII of SMP N 1 Panyabungan are 75.87 it could be categorized in to high ability.
2. Hypothesis of Students' Ability in Simple Past Tense at grade VIII of SMP N 1 Panyabungan was accepted by using z-test. It can be seen $Z_{hitung} -39.3 < Z_{table} 2.94$.

B. Suggestion

After finishing this research, researcher got much information in English teaching and learning process. Therefore writer has suggestion to:

1. To English teachers of SMP N 1 Panyabungan, to motivate students to increase their ability especially formulation in simple past tense.
2. To headmaster of SMP N 1 Panyabungan as supervisor to supervise development of students and teacher in English learning process, and to another headmaster.
3. To other researcher who will do research in some topic.

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CURRICULUM VITAE



A. Identity

Name : ZUL KHOIRIA HASIBUAN
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Religion : Islamic
Place/Date of Birth : Lubuk Kapundung, 29 Juli 1993

B. Parents

Father's Name : Mashud Hasibuan
Mother's Name : Ummi Kalsum Lubis

C. My Husband

Husband's Name : Muhammad Ika Saputra

Educational background

1. Elementary School : SD Negeri (1999 – 2005)
2. Junior high school : MTsN Panyabungan (2005 - 2008)
3. Senior high school : MAN Panyabungan (2008 – 2011)
4. Institute : (IAIN) Padangsidimpuan (2011 – 2018)

Appendix 1

Instrument of Tests To Know The Students' Ability in Simple Past Tense at Grade VIII SMP N 1 Panyabungan

Name :

Class :

Chose the best answer (a, b, c, and d) for each number.

1. . . . you read a poem yesterday?
 - a. Was
 - b. Did
 - c. Were
 - d. Does
2. Did youto market last moon?
 - a. Go
 - b. Went
 - c. Gone
 - d. Wont
3. I didn't go to your party . . .
 - a. Now
 - b. Just now
 - c. Yesterday
 - d. Next time
4. I ... my grandfather last week.
 - a. Visited
 - b. Haven't visit
 - c. Have visit
 - d. Was visit
5. Lina : You look healthy now.
Tini : Yes, I ... to doctor yesterday
Lina : I'm glad to hear that, so we can study together again.
 - a. Gone
 - b. going
 - c. Went
 - d. Was
6. They go to market last week.
 - a. Were not
 - b. Did not
 - c. Was not
 - d. Has not
7. We did not..... vegetable last day.
 - a. Asked
 - b. Bought
 - c. Buy
 - d. Ask

8. she come to school yesterday?
- a. Did
 - b. Were
 - c. Had not
 - d. Were not
9. I Sing my favorite song last moon.
- a. Were not
 - b. Do not
 - c. Was not
 - d. Did not
10. "I am hungry", the past form of that sentence is
- a. I was hungry
 - b. I have hungry
 - c. I hungry
 - d. I has hungry
11. She was here since
- a. Tomorrow
 - b. Fife years ago
 - c. Next moon
 - d. Just now
12. Susi milk in two hours ago.
- a. Drink
 - b. Drinking
 - c. Drank
 - d. Drunk
13. he a doctor?
- a. Was
 - b. Were
 - c. Was not
 - d. Were not
14. He speaks English. Past tense form this sentence is . . .
- a. He have spoken English.
 - b. He has spoken English.
 - c. He has speak English.
 - d. He spoke English.
15. She brought the book . . .
- a. Two days ago
 - b. Three weeks later
 - c. Just now
 - d. Every day
16. Lena . . . English last night.
- a. Study
 - b. Studying
 - c. Studied
 - d. Studies
17. . . . they finish their homework last week?
- a. Does
 - b. Did
 - c. Was
 - d. Were

18. Did he his homework yesterday?
- a. Finish
 - b. Finished
 - c. Finishing
 - d. Was finish
19. I In office yesterday
- a. Work
 - b. Worked
 - c. Working
 - d. Worker
20. Dina plate after dinner last night.
- a. Was washed
 - b. Were washed
 - c. Washed
 - d. Wash

Appendix 1

Instrument of Validity To Know The Students' Ability in Simple Past Tense at Grade VIII SMP N 1 Panyabungan

Name :

Class :

Chose the best answer (a, b, c, and d) for each number.

21. . . . you read a poem yesterday?

- | | |
|--------|---------|
| c. Was | c. Were |
| d. Did | d. Does |

22. I didn't go to your party . . .

- | | |
|-------------|--------------|
| c. Now | c. Yesterday |
| d. Just now | d. Next time |

23. I . . . my grandfather last week.

- | | |
|------------------|---------------|
| c. Visited | c. Have visit |
| d. Haven't visit | d. Was visit |

24. Lina : You look healthy now.

Tini : Yes, I . . . to doctor yesterday

Lina : I'm glad to hear that, so we can study together again.

- | | |
|----------|---------|
| c. Gone | c. Went |
| d. going | d. Was |

25. They go to market last week.

- | | |
|-------------|------------|
| c. Were not | c. Was not |
| d. Did not | d. Has not |

26. We did not..... vegetable last day.

- | | |
|-----------|--------|
| c. Asked | c. Buy |
| d. Bought | d. Ask |

27. she come to school yesterday?

- | | |
|---------|-------------|
| c. Did | c. Had not |
| d. Were | d. Were not |

28. I Sing my favorite song last moon.
- c. Were not c. Was not
d. Do not d. Did not
29. They ... in the market yesterday.
- a. is c. were
b. are d. was
30. "I am hungry", the past form of that sentence is
- c. I was hungry c. I hungry
d. I have hungry d. I has hungry
31. She ... here since yesterday.
- c. Has c. Have
d. Was d. Were
32. he a doctor?
- c. Was c. Was not
d. Were d. Were not
33. He speaks English. Past tense form this sentence is ...
- c. He have spoken English. c. He has speak English.
d. He has spoken English. d. He spoke English.
34. She brought the book ...
- c. Two days ago c. Just now
d. Three weeks later d. Every day
35. We open the door. Past tense form of this sentence is ...
- a. We opening the door c. We open the door
b. We opened the door d. We will open the door
36. Lena ... English last night.
- c. Study c. Studied
d. Studying d. Studies
37. ... they finish their homework last week?
- c. Does c. Was
d. Did d. Were

Appendix 2

Key Answers of Tests

1. B
2. A
3. C
4. A
5. C
6. B
7. C
8. B
9. D
10. A

11. B
12. C
13. A
14. D
15. A
16. C
17. B
18. A
19. B
20. C

Appendix 2

Key Answers of Validity

- | | |
|-------|-------|
| 1. B | 11. B |
| 2. C | 12. A |
| 3. A | 13. D |
| 4. C | 14. A |
| 5. B | 15. B |
| 6. C | 16. C |
| 7. B | 17. B |
| 8. D | 18. A |
| 9. C | 19. A |
| 10. A | 20. C |
| 21. C | |
| 22. B | |
| 23. C | |
| 24. A | |
| 25. D | |

Appendix 3

Total Score of Students' Ability Using Simple Past Tense at Grade VIII of SMP N 1 Panyabungan

No	Students' Name	Score
1	Yusfita Agustina	80
2	Abidah Safitri	62
3	Uswatun Khasanah	70
4	M. Rizki Ramadan Hrp.	80
5	Akmal Hawari	75
6	Ira Fitriani	75
7	Amelia Putri Azizah	80
8	Aldi Alvia	90
9	Puri Sahla	75
10	Dedi Saputra	86
11	Saibah	85
12	Syifa'a Sartika	80
13	Vira Khairani	62
14	Laila Nasmi	65
15	Nurul Wahidh	68
16	Hapipah Turtidho	70
17	Dio Sabidin	76
18	M. Farhan Lubis	70
19	Apung	78
20	Manna Salsabila	85
21	Ilda Mutiah	80
22	M. Luthfi Pulungan	78
23	Saima Putri Nasution	78
24	Hafzi Hazizah	80
25	Ahmad Zaki Batubara	75
26	M. Khodir Lubis	65
27	Elmi Wula Dari	68
28	Rasiyah Andini	75
29	Aida Nurul Padilah	90
30	Linda Suryani	75
31	M. Mutawakil	76
TOTAL		2352

Appendix 4

Result Normality of Students in Instrument of Test

1. Score of students in instrument test from low scores to high score :

62	62	65	65	68	68	70	70	70	75	75
75	75	75	75	76	76	78	78	78	80	
80	80	80	80	80	85	85	86	90	90	

2. High = 90

Low = 62

3. Range = high – low

$$= 90 - 62$$

$$= 28$$

4. Total of classes = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (31)$$

$$= 1 + 3.3 (1.49)$$

$$= 1 + 4.91$$

$$= 5.91$$

$$= 6$$

5. Length of classes = $\frac{range}{total\ of\ class} = \frac{28}{6} = 4.66 = 5$

6. Mean score

$$M = \frac{\sum score}{\sum responden}$$

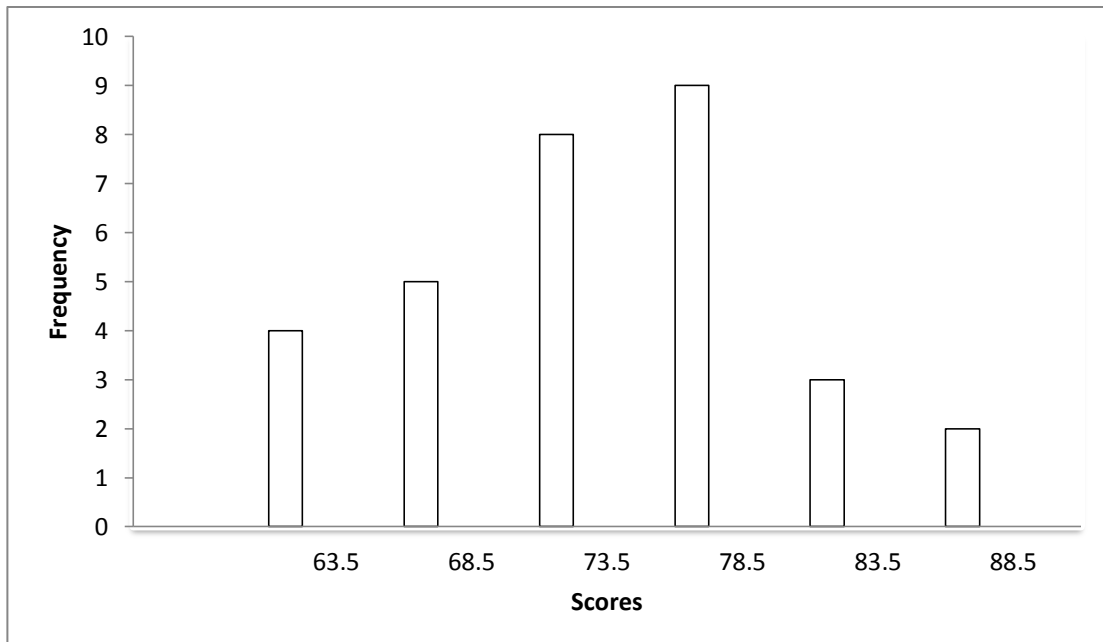
$$= \frac{2352}{31}$$

$$= 75.87$$

Table of Frequency Distribution of Students' Ability in Simple Past Tense

No	Interval	Median	Frequency(F)	Percentage (%)
1	62 – 66	63.5	4	14%
2	67 – 71	68.5	5	16%
3	72 – 76	73.5	8	26%
4	77 – 81	78.5	9	29%
5	82 – 86	83.5	3	9%
6	87 – 91	88.5	2	6%
TOTAL			N=31	100

7. Histogram graph of “The Students’ Ability in Simple Past Tense at grade VIII of SMP N 1 Panyabungan 2017/2018 years”.



Histogram of Students' Ability in Simple Past Tense At Grade VIII of SMP N 1 Panyabungan.

8. Median

No	Interval of Class	F	Fk
1	62 – 66	4	4
2	67 – 71	5	9
3	72 – 76	8	17
4	77 – 81	9	26
5	82 – 86	3	29
6	87 – 91	2	31
	$i = 5$	31	-

Position of Me in interval of classes is number 4, that:

$$B = 76.5$$

$$F = 17$$

$$f = 9$$

$$p = 5$$

$$n = 31$$

$$1/2n = 15.5$$

$$\begin{aligned}
 \text{So: Me} &= B + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
 &= 76.5 + 5 \left(\frac{15.5 - 17}{9} \right) \\
 &= 76.5 + 5 (-1.5) \\
 &= 59.5 + -7.5 \\
 &= 69
 \end{aligned}$$

9. Modus

$$M_o = b + p \frac{b_1}{b_1 + b_2}$$

$$b = 76.5$$

$$b_1 = 9 - 8 = 1$$

$$b_2 = 9 - 3 = 6$$

$$p = 5$$

$$\begin{aligned} \text{So, } M_o &= 76.5 + \frac{1}{1+6} 5 \\ &= 76.5 + 0.14 (5) \\ &= 76.5 + 0.7 \\ &= 77.2 \end{aligned}$$

10. Uji Z

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}} \\ &= \frac{\frac{6}{31} - 0,75}{\sqrt{\frac{0,75(1-0,75)}{31}}} \\ &= \frac{0.19 - 0,75}{\sqrt{\frac{0,75(1-0,75)}{31}}} \\ &= \frac{-0.56}{\sqrt{\frac{0.187}{31}}} \\ &= \frac{-0.56}{0.006} = -39.3 \end{aligned}$$

APPENDIX 5

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
- 3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
- 3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
- 3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
- 3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
- 3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
- 3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
- 3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
- 3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
- 3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
- 3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
- 2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
- 2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
- 2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
- 2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
- 2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
- 2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
- 2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
- 2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
- 2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
- 2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
- 1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
- 1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
- 1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

1.6										
- 1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
- 1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
- 1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
- 1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
- 1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
- 1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
- 0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
- 0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
- 0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
- 0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
- 0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
- 0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
- 0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
- 0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
- 0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
- 0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

Appendix 6

Validity of Instrument

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	1
2	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1
3	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	1
4	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	0
5	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0
6	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	1	0
7	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1
8	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	1	0
9	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	0
10	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1
11	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1
12	1	1	1	0	0	0	0	1	1	1	0	1	0	1	1	0	1
13	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0
14	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0
15	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1
16	0	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1
17	1	0	0	1	0	0	1	1	1	1	0	0	0	0	1	1	0
18	0	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0	1
19	0	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1
20	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1
21	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1
22	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1
23	0	0	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1
24	0	0	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1
25	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	1	1
N = 25	14	13	18	7	18	15	5	17	21	20	11	18	14	15	17	19	17
P	0,5	0,5	0,7	0,2	0,7	0,6	0,1	0,7	0,8	0,8	0,5	0,7	0,5	0,6	0,6	0,7	0,6
Q	0,5	0,5	0,3	0,8	0,3	0,4	0,9	0,3	0,2	0,2	0,5	0,3	0,5	0,4	0,4	0,3	0,4

Appendix 7

Calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Instrument of Test

1. Calculation of Instrument

a. Means score from score total (M_t)

$$M_t = \frac{\sum xt}{N}$$

$$M_t = \frac{369}{25} = 14.76$$

b. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum xt^2}{N} - \left(\frac{\sum xt}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{5881}{25} - \left(\frac{369}{25}\right)^2} =$$

$$SD_t = \sqrt{235.24 - 14.76^2}$$

$$SD_t = \sqrt{235.24 - 217.857}$$

$$SD_t = \sqrt{17.383} = 4.169$$

c. Means Score (M_p)

$$\text{Item 1 } M_{p1} = \frac{\text{total of students score that true item answer}}{n1}$$

$$M_{p1} = \frac{21+16+15+18+16+19+20+17+18+18+13+18+16+13}{14}$$

$$M_{p1} = \frac{238}{14} = 17$$

$$\text{Item 2 } M_{p2} = \frac{\text{total of students score that true item answer}}{n2}$$

$$M_{p2} = \frac{21+16+11+15+18+16+19+20+17+18+18+18+16}{13}$$

$$M_{p2} = \frac{223}{13} = 17.153$$

$$\text{Item 3 } M_{p3} = \frac{\text{total of students score that true item answer}}{n3}$$

$$M_{p3} = \frac{15+21+7+11+15+18+6+19+20+17+4+18+18+11+13+16+16+13}{18}$$

$$M_{p3} = \frac{258}{18} = 14.333$$

$$\text{Item 4 } M_{p4} = \frac{\text{total of students score that true item answer}}{n4}$$

$$M_{p4} = \frac{16+11+15+13+15+18+16}{7}$$

$$M_{p4} = \frac{104}{7} = 14.857$$

$$\text{Item 5 } M_{p5} = \frac{\text{total of students score that true item answer}}{n5}$$

$$M_{p5} = \frac{15+20+16+11+18+6+16+19+20+18+18+17+11+13+15+18+16+16}{18}$$

$$M_{p5} = \frac{275}{18} = 15.277$$

$$\text{Item 6 } M_{p6} = \frac{\text{total of students score that true item answer}}{n6}$$

$$M_{p6} = \frac{15+21+16+11+19+20+18+18+17+11+13+15+18+16+16}{15}$$

$$M_{p6} = \frac{244}{15} = 16.266$$

$$\text{Item 7 } M_{p7} = \frac{\text{total of students score that true item answer}}{n7}$$

$$M_{p7} = \frac{21+16+18+13+16}{5}$$

$$M_{p7} = \frac{84}{5} = 16.8$$

$$\text{Item 8 } M_{p8} = \frac{\text{total of students score that true item answer}}{n8}$$

$$M_{p8} = \frac{21+7+11+15+16+19+17+18+17+13+13+15+18+16+16+16+13}{17}$$

$$M_{p8} = \frac{245}{17} = 14.411$$

$$\text{Item 9 } M_{p9} = \frac{\text{total of students score that true item answer}}{n9}$$

$$M_{p9} = \frac{15+21+16+7+15+18+16+19+20+17+18+18+17+13+11+13+15+18+16+16+16}{21}$$

$$M_{p9} = \frac{335}{21} = 15.952$$

$$\text{Item 10 } M_{p10} = \frac{\text{total of students score that true item answer}}{n10}$$

$$M_{p10} = \frac{15+21+16+15+18+16+19+20+17+18+18+17+13+11+13+15+18+16+16+13}{20}$$

$$M_{p10} = \frac{325}{20} = 16.25$$

$$\text{Item 11 } M_{p11} = \frac{\text{total of students score that true item answer}}{n11}$$

$$M_{p11} = \frac{15+21+18+20+18+18+13+15+18+16+13}{11}$$

$$M_{p11} = \frac{185}{11} = 16.818$$

$$\text{Item 12 } M_{p12} = \frac{\text{total of students score that true item answer}}{n12}$$

$$M_{p12} = \frac{21+15+18+6+16+19+20+17+4+18+18+17+15+18+16+16+16+13}{18}$$

$$M_{p12} = \frac{283}{18} = 15.722$$

$$\text{Item 13 } M_{p13} = \frac{\text{total of students score that true item answer}}{n13}$$

$$M_{p13} = \frac{15+21+15+18+16+19+20+18+17+13+15+18+16+16}{14}$$

$$M_{p13} = \frac{237}{14} = 16.928$$

$$\text{Item 14 } M_{p14} = \frac{\text{total of students score that true item answer}}{n14}$$

$$M_{p14} = \frac{15+21+18+19+20+17+18+18+17+11+13+15+16+16+13}{15}$$

$$M_{p14} = \frac{247}{15} = 16.466$$

$$\text{Item 15 } M_{p15} = \frac{\text{total of students score that true item answer}}{n15}$$

$$M_{p15} = \frac{15+21+18+16+19+20+17+18+18+17+13+11+15+18+16+16+13}{17}$$

$$M_{p15} = \frac{281}{17} = 16.529$$

$$\text{Item 16 } M_{p16} = \frac{\text{total of students score that true item answer}}{n16}$$

$$M_{p16} = \frac{15+21+16+7+11+15+18+6+16+19+20+4+18+17+13+13+15+16+13}{19}$$

$$M_{p16} = \frac{273}{19} = 14.368$$

$$\text{Item 17 } M_{p17} = \frac{\text{total of students score that true item answer}}{n17}$$

$$M_{p17} = \frac{15+21+16+18+19+20+17+18+17+11+13+15+18+16+16+16+13}{17}$$

$$M_{p17} = \frac{279}{17} = 16.411$$

$$\text{Item 18 } M_{p18} = \frac{\text{total of students score that true item answer}}{n18}$$

$$M_{p18} = \frac{15+21+16+15+18+16+19+20+17+18+18+13+15+18+16+16+16+13}{18}$$

$$M_{p18} = \frac{300}{18} = 16.666$$

$$\text{Item 19 } M_{p19} = \frac{\text{total of students score that true item answer}}{n19}$$

$$M_{p19} = \frac{15+21+16+7+15+16+20+17+18+18+17+13+11+18+16+16+16+13}{18}$$

$$M_{p19} = \frac{283}{18} = 15.722$$

$$\text{Item 20 } M_{p20} = \frac{\text{total of students score that true item answer}}{n20}$$

$$M_{p20} = \frac{15+21+16+11+18+16+19+20+17+18+18+17+13+18+16+16+13}{17}$$

$$M_{p20} = \frac{282}{17} = 16.588$$

$$\text{Item 21 } M_{p21} = \frac{\text{total of students score that true item answer}}{n21}$$

$$M_{p21} = \frac{21+11+18+6+16+19+20+17+13+11+13+16}{12}$$

$$M_{p21} = \frac{181}{12} = 15.083$$

$$\text{Item 22 } M_{p22} = \frac{\text{total of students score that true item answer}}{n22}$$

$$M_{p22} = \frac{21+16+15+18+6+16+19+20+17+4+18+17+13+11+13+18+16+16+16}{19}$$

$$M_{p22} = \frac{290}{19} = 15.263$$

$$\text{Item 23 } M_{p23} = \frac{\text{total of students score that true item answer}}{n23}$$

$$M_{p23} = \frac{15+21+16+7+11+15+18+16+19+20+17+18+17+15+18+16+16}{17}$$

$$M_{p23} = \frac{275}{17} = 16.176$$

$$\text{Item 24 } M_{p24} = \frac{\text{total of students score that true item answer}}{n24}$$

$$M_{p24} = \frac{11+18+17+16}{4}$$

$$M_{p24} = \frac{62}{4} = 15.5$$

$$\text{Item 25 } M_{p25} = \frac{\text{total of students score that true item answer}}{n25}$$

$$M_{p25} = \frac{16+15+17+17+16}{5}$$

$$M_{p25} = \frac{81}{5} = 16.2$$

d. Calculation of formulation $r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$

$$\text{Item 1 } r_{pbi} = \frac{Mp-Mt}{SDt} \sqrt{\frac{p}{q}}$$

$$r_{pbi} = \frac{17-14.76}{4.169} \sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{2.24}{4.169} \sqrt{1}$$

$$r = 0.537 \times 1 = 0.537$$

$$\text{Item 2 } r_{pbi} = \frac{17.153-14.76}{4.169} \sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{2.393}{4.169} \sqrt{1}$$

$$r = 0.573 \times 1 = 0.573$$

$$\text{Item 3 } r_{pbi} = \frac{14.33-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{-0.43}{4.169} \sqrt{2.33}$$

$$r = -0.103 \times 1.52 = -0.156$$

$$\text{Item 4 } r_{pbi} = \frac{14.857-14.76}{4.169} \sqrt{\frac{0.2}{0.8}}$$

$$r = \frac{0.097}{4.169} \sqrt{0.25}$$

$$r = 0.023 \times 0.5 = 0.011$$

$$\text{Item 5 } r_{pbi} = \frac{15.277-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.517}{4.169} \sqrt{2.33}$$

$$r = 0.124 \times 1.52 = 0.188$$

$$\text{Item 6 } r_{\text{pbi}} = \frac{16.266-14.76}{4.169} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.506}{4.169} \sqrt{0.42}$$

$$r = 0.361 \times 0.182 = 0.065$$

$$\text{Item 7 } r_{\text{pbi}} = \frac{16.8-14.76}{4.169} \sqrt{\frac{0.1}{0.9}}$$

$$r = \frac{2.04}{4.169} \sqrt{0.11}$$

$$r = 0.489 \times 0.33 = 0.161$$

$$\text{Item 8 } r_{\text{pbi}} = \frac{14.441-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{-0.349}{4.169} \sqrt{2.33}$$

$$r = -0.083 \times 1.52 = -0.127$$

$$\text{Item 9 } r_{\text{pbi}} = \frac{15.952-14.76}{4.169} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.192}{4.169} \sqrt{4}$$

$$r = 0.285 \times 2 = 0.572$$

$$\text{Item 10 } r_{\text{pbi}} = \frac{16.25-14.76}{4.169} \sqrt{\frac{0.8}{0.2}}$$

$$r = \frac{1.49}{4.169} \sqrt{4}$$

$$r = 0.357 \times 2 = 0.714$$

$$\text{Item 11 } r_{\text{pbi}} = \frac{16.818-14.76}{4.169} \sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{2.058}{4.169} \sqrt{1}$$

$$r = 0.493 \times 1 = 0.493$$

$$\text{Item 12 } r_{\text{pbi}} = \frac{15.722-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.962}{4.169} \sqrt{2.33}$$

$$r = 0.230 \times 1.52 = 0,350$$

$$\text{Item 13 } r_{\text{pbi}} = \frac{16.928-14.76}{4.169} \sqrt{\frac{0.5}{0.5}}$$

$$r = \frac{2.168}{4.169} \sqrt{1}$$

$$r = 0.520 \times 1 = 0.520$$

$$\text{Item 14 } r_{\text{pbi}} = \frac{16.466-14.76}{4.169} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.706}{4.169} \sqrt{1.5}$$

$$r = 0.409 \times 1.22 = 0.499$$

$$\text{Item 15 } r_{\text{pbi}} = \frac{16.529-14.76}{4.169} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.769}{4.169} \sqrt{1.5}$$

$$r = 0.424 \times 1.22 = 0.517$$

$$\text{Item 16 } r_{\text{pbi}} = \frac{14.368-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{-0.392}{4.169} \sqrt{2.33}$$

$$r = -0.094 \times 1.52 = -0.142$$

$$\text{Item 17 } r_{\text{pbi}} = \frac{16.411-14.76}{4.169} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.651}{4.169} \sqrt{1.5}$$

$$r = 0.396 \times 1.22 = 0.483$$

$$\text{Item 18 } r_{\text{pbi}} = \frac{16.666-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{1.906}{4.169} \sqrt{2.33}$$

$$r = 0.457 \times 1.52 = -0.694$$

$$\text{Item 19 } r_{\text{pbi}} = \frac{15.722-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.962}{4.169} \sqrt{2.33}$$

$$r = 0.230 \times 1.52 = 0.350$$

$$\text{Item 20 } r_{\text{pbi}} = \frac{16.588-14.76}{4.169} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.828}{4.169} \sqrt{1.5}$$

$$r = 0.438 \times 1.22 = 0.534$$

$$\text{Item 21 } r_{\text{pbi}} = \frac{15.083-14.76}{4.169} \sqrt{\frac{0.4}{0.6}}$$

$$r = \frac{0.323}{4.169} \sqrt{0.66}$$

$$r = 0.077 \times 0.812 = -0.735$$

$$\text{Item 22 } r_{\text{pbi}} = \frac{15.263-14.76}{4.169} \sqrt{\frac{0.7}{0.3}}$$

$$r = \frac{0.503}{4.169} \sqrt{2.33}$$

$$r = 0.120 \times 1.52 = 0.062$$

$$\text{Item 23 } r_{\text{pbi}} = \frac{16.176-14.76}{4.169} \sqrt{\frac{0.6}{0.4}}$$

$$r = \frac{1.416}{4.169} \sqrt{1.5}$$

$$r = 0.339 \times 1.22 = 0.414$$

$$\text{Item 24 } r_{\text{pbi}} = \frac{15.5-14.76}{4.169} \sqrt{\frac{0.1}{0.9}}$$

$$r = \frac{1.74}{4.169} \sqrt{0.11}$$

$$r = 0.177 \times 0.33 = 0.058$$

$$\text{Item 25 } r_{\text{pbi}} = \frac{16.2-14.76}{4.169} \sqrt{\frac{0.2}{0.8}}$$

$$r = \frac{1.44}{4.169} \sqrt{0.25}$$

$$r = 0.345 \times 0.5 = 0.172$$

Appendix 8

Table validity of instrument

Number of Item	M_p	M_t	SD_t	P	Q	$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$	r_t on 5% significant	Interpretation
1	17	14.76	4.169	0.5	0.5	0.537	-0.127	Valid
2	17.153	14.76	4.169	0.5	0.5	0.573	-0.127	Valid
3	14.333	14.76	4.169	0.7	0.3	-0.156	-0.127	Invalid
4	14.857	14.76	4.169	0.2	0.8	0.011	-0.127	Valid
5	15.277	14.76	4.169	0.7	0.3	0.188	-0.127	Valid
6	16.266	14.76	4.169	0.6	0.4	0.065	-0.127	Valid
7	16.8	14.76	4.169	0.1	0.9	0.161	-0.127	Valid
8	14.411	14.76	4.169	0.7	0.3	-0.127	-0.127	Invalid
9	15.952	14.76	4.169	0.8	0.2	0.572	-0.127	Valid
10	16.256	14.76	4.169	0.8	0.2	0.714	-0.127	Valid
11	16.818	14.76	4.169	0.5	0.5	0.493	-0.127	Valid
12	15.722	14.76	4.169	0.7	0.3	0,350	-0.127	Valid
13	16.928	14.76	4.169	0.5	0.5	0.520	-0.127	Valid
14	16.466	14.76	4.169	0.6	0.4	0.499	-0.127	Valid
15	16.529	14.76	4.169	0.6	0.4	0.517	-0.127	Valid
16	14.368	14.76	4.169	0.7	0.3	-0.142	-0.127	Invalid
17	16.411	14.76	4.169	0.6	0.4	0.483	-0.127	Valid
18	16.666	14.76	4.169	0.7	0.3	-0.694	-0.127	Invalid

19	15.72 2	14.7 6	4.16 9	0. 7	0. 3	0.350	-0.127	Valid
20	16.58 8	14.7 6	4.16 9	0. 6	0. 4	0.534	-0.127	Valid
21	15.08 3	14.7 6	4.16 9	0. 4	0. 6	-0.735	-0.127	Invalid
22	15.26 3	14.7 6	4.16 9	0. 7	0. 3	0.062	-0.127	Valid
23	16.17 6	14.7 6	4.16 9	0. 6	0. 4	0.414	-0.127	Valid
24	15.5	14.7 6	4.16 9	0. 1	0. 9	0.058	-0.127	Valid
25	16.2	14.7 6	4.16 9	0. 2	0. 8	0.172	-0.127	Valid