



**THE STUDENTS' MASTERY IN SIMPLE PAST TENSE AT ELEVENTH
GRADE SMA NEGERI 8 PADANGSIDIMPUAN
A THESIS**

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

Written by:

**MUHAMMAD IDRIS
Reg. Number: 113400063**

ENGLISH EDUCATION DEPARTEMENT

**TARBIYAH AND TEACHER TRAINING FACULTY STATE
INSTITUTE OF ISLAMIC STUDIES PADANGSIDIMPUAN
2018**



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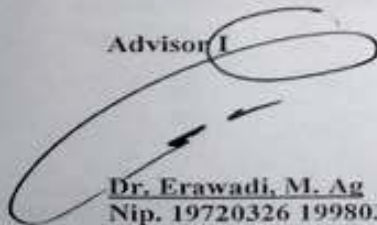
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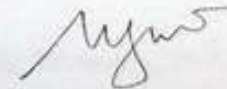
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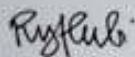
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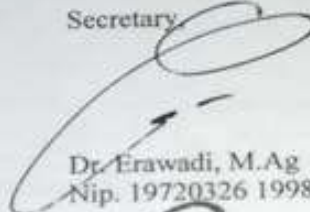
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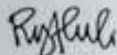
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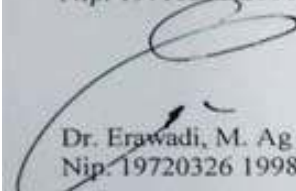
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ABSTRACT

This research focused about the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan. The problems of research were most of students lack interesting in tenses. Students had lack of comprehension in the composition of simple past tense. The purpose of this was to describe the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan.

This research was employed quantitative research by using descriptive method. The population of this research was the eleventh grade of SMA Negeri 8 Padangsidimpuan. The total of population were four classes. Then, the sample of research there are 28 students. In collecting data, the researcher used the instrument of research are test for students, the consisted of 25 items in simple past tense test. The researcher used Z test for testing hypothesis.

Based on the result of test given, researcher found that the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan was enough mastery, it could be seen from mean score 58.75. Then based on the data collected, the data had been analyzed to prove hypothesis by using formula of Z test. It could be seen $Z_{\text{count}} = 1.684 > Z_{\text{table}} = 0.1736$ by level of significance 0.05. it meant that the hypothesis of research was accepted. So, the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan was enough mastery.

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Padangsidimpuan, 29 Juni 2018
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CHAPTER I

INTRODUCTION

A. Background of the problem.

Education is one of the most important aspect in our life. Education is effort which is done purposely by human through the activities of guidance, instructions, and training for better feature. It is one of the aspects to make our country successful. Therefore, to get education must give a specific attention to education such as giving the chance or the same right for every people.

It is not easy to get a good education without hard work and guidance from parties, whether from teachers, parents, and more over from his/her self. As known in education occur a teaching learning process where there is an activity to transfer or give knowledge, skill, and experience to students. In educational world, learn many things, one of them is language.

Language is a very important thing in our life. By using language, people can communicate with each others. The function of language is not only as a lesson to study, but also it is used to express the idea, main, opinion and feeling, either orally or written to others. Teguh Handoko in his e-book stated: “Language is a means of communication”.¹

¹ Mr. Teguh Handoko, *Rahasia Sukses Belajar Bahasa Inggris Dengan Mudah*, (Jakarta: Copyright by e-Compusoft Training Centre, 2009), p. 4.

Language can make a harmony among individuals, societies, ethnics, and nation. Beside that through language people can know each other, understand more about something around them. Language is a gift of God for human being adjusts to one of the holly Qur'an Al-Hujuraat: 13 as follow:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾²

Meanings: (*O mankind! indeed we have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah knowing and acquainted*)

So, as it is said in the holly Qur'an Allah explain that is important for human being to know and interact with other people in their life.

There are many languages in the world that is used to communicate. It is suitable with the verse of the holly Qur'an, Ar-Ruum: 22 below that there are many different languages in the world:

وَمِنْ ءَايَاتِهِ خُلُقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنَتِكُمْ وَالْوَنَاصِرِ
إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾³

Meanings: (*And of his sign is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge*).

² Lajnah Pentashih Mushaf Al- Qur'an, *Al- Qur'an dan Terjemahnya*, (Bandung: cv diponegoro, 2005), p. 412.

³ *Ibid.*, p. 324.

One of them is English it is one of the most important language that is spoken and learned by most people all around the world. Based on the rate of science and technology development rules especially to discover the science, because there are many books written in English, so, to transfer those sciences people have to master English well.

In Indonesian, English is foreign language. It has very essential position in communication among people. It has been studied and taught from junior high school until university. The aim of teaching English at Indonesian school is to produce people mastering English perfectly. However, it has been already done indeed but it is still far from what expected. The study of a language is now seen as a useful skill. Therefore, it is so important to study language that mostly used and available in many places around the world. English language is unique, because there is one thing that very different from the other language in the world.

Basically, learning a foreign language has four skills namely; listening, speaking, reading, and writing. Firstly, listening is the process of a unidirectional receiving of audible symbols or an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms. Secondly, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Thirdly, reading is a receptive skills, it is a transactional between a reader and writer. Fourthly, writing is one of the four language skill that is

the way its native speaker to organize a piece of both spoken and written information.

Reality, in writing has two elements namely; vocabulary and grammar. Vocabulary is the handle of word to help student to can make sentence in accordance with grammar. Grammar is a systematic study of scientific method which provides information and guidance necessary to learn a language. The science of grammar teaches how a language is spoken and written correctly and effectively. So, it can be said that grammar is primarily concerned with the formation and classification of words and sentences and their practical significance in daily life.⁴ Grammatical patterns are very important to be mastered, it because when they are using skills, the sentences those are the decoded and in coded are arranged according to grammatical patterns that language.

There are many aspects of studying grammar. One of them is tenses. Tense is a term used in grammar to indicate the time of the action or event. Tense is very important thing that should be known by the user of English language. Tense different form of verb and change their forms depending upon the time at the event. Tenses are the verb shows the time when the action takes place and will take place in English sentence.

⁴ Jayanthi Daksina murthy, *Contemporary English Grammar*, (cet. 1; New Delhi: Book Place, 1998), p. 2.

In senior high school, tense is important to helping students to learn English language. In any tense, among those are divided into three classes namely; 1) Present tense, 2) Past tense, 3) Future tense.⁵ Tense has role in write sentence to another particular, as paragraph and text. In fact, students' books never escape in story, as needed knowledge tense. In the story also use past form to talk about action, event, and situation use verb.

Simple past tense is used to refer to events that where completed in the past. The key to use the simple past tense is to remember that the using of the simple past tense emphasizes that the event is over and done with before the present moment of time. The simple past tense is used for past time, to express an action which took place before the moment of utterance.

Remembering to the importance for tenses, researcher is interested to know how the students' mastery especially in simple past tense. The students' problem in simple past tense mastery because most of students are lack in comprehension of the composition, and their motivation is low. However, in reality there are many students are bored to learn it. The English teacher is Elva Juliyanti srg, S. Pd at eleventh grade SMA Negeri 8 Padangsidimpuan said that there are many students are still unable to use English, it can be seen when students can't write sentence well especially in simple past tense.

Actually, simple past tense has been learned since junior high school. So, students eleventh grade SMA 8 is learned simple past tense. But, in reality

⁵ *Ibid.*, p.151

students at eleventh grade SMA 8 Padangsidempuan still many unable of simple past tense. It can be proved with less their mastery in sentence material like narrative text and spoof.⁶

Based on the explanation above, it is that simple past tense is very important for students. Students' mastery in tenses is low. So, the researcher is interested to know students' mastery in simple past tense then the researcher applied in through the title "The students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidempuan".

B. Identification of the problem.

Based on the background above, there were some problems in Students' mastery in Simple Past tense at eleventh grade SMA 8 Padangsidempuan. They were: the students' problem in simple past tense because most of students lack mastery in tense, lack in comprehension of the composition of tense especially simple past tense, their motivation to write essay is low in simple past tense that they are bored in tense.

C. Limitation of the problem.

Based on the identification above, the researcher found some problems especially in simple past tense mastery. Past tense can be divided into four categories: simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Because learning material at eleventh grade

⁶ Elva Juliyanty, *Private Interview To English Teacher In SMA Negeri 8 Padangsidempuan*, (Padangsidempuan: SMA Negeri 8 Padangsidempuan on November 02th 2016 at Wednesday 10 am)

SMA Negeri 8 Padangsidempuan most used the simple past tense in text for example, spoof or narrative text. The researcher limits the problem. The researcher only focused the problem in simple past tense in active, passive, nominal and tried found out students' mastery in simple past tense treated by eleventh grade SMA Negeri 8 Padangsidempuan.

D. The formulation of the problem.

To make the problems clearly in this research, the researcher formulates them of as follow:

How is the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidempuan?

E. The aim of the research.

The aim of this research was to examine the students' mastery in simple past tense at grade SMA Negeri 8 Padangsidempuan.

F. The significances of the research.

The significances of the research are:

1. As input for the headmaster in guiding his English teacher to do the best in teaching process.
2. As an input for the teacher, teaching learning process, especially in simple past tense.
3. As input to the students' so that they have to learning the tense especially in simple past tense well.

4. For researchers, can be a useful input in English teaching learning process and as information for the reader.

G. Definition of terminologies.

To avoid the misunderstanding of this research, the researcher explained definition of key terms as follows:

1. Students.

Student is a learner who is enrolled in an educational institution or a member of society that effort to develop his/her self through education. According to Hornby stated “student is a person who is studying at a university or college”.⁷ Based definition above, the researcher concludes the students not only learned on the formal education but also on the informal education. Student is a person who learned on the elementary, junior and senior high school like a school SMA Negeri 8 in Padangsidempuan at eleventh grade.

2. Mastery.

Mastery is complete knowledge; great skill: achieve/ attain mastery of several languages, show complete mastery in one’s handling of a difficult situation. Then, mastery is control complete or knowledge.⁸

⁷ AS. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 1187.

⁸ Hornby. *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 1995), p. 721

Based definition above, the researcher concludes that mastery is a knowledge or great skill of someone to do something by his/her self. It means of the students must be able in simple past tense. The mastery means here is the students' mastery in simple past tense by the students in eleventh grade SMA Negeri 8 Padangsidempuan.

3. Past tense.

The past tense indicates definite time terminating in the past, whether a time word is given or not.⁹ The past tense means here is the past that used in a tense is simple past tense.

4. Simple past tense.

The simple past tense is used to report a state or activity which can be ascribed to a definite past time.¹⁰ The simple past indicates that an activity or situations *began and ended at a particular time in the past.*¹¹ The simple past tense means here is that used in a text.

H. The outline of the thesis.

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters as follow:

In chapter one, it consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the

⁹ Marcella frank, *Modern English a practical reference guide*, (New York: prentice-Hall, 1972), p. 73.

¹⁰ George F. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational, 1980), p. 195.

¹¹ Betty Schramper Azar, *Understanding and using English Grammar*, (cet. 3rd ed; New York, Pearson Longman, 2002), p. 27.

problem, the aims of the research, the significances of the research, definition of terminologies and the outline of the thesis.

In chapter two, it consisted of the theoretical description, which the sub chapter consist of theoretical description, which explain about: definition of students' ability and simple past tense, reviewed of related finding, and hypothesis.

In chapter three, it consisted of research methodology that consist of the location and schedule of research, research design, population and sample, technique of collecting data, test validity and technique of analyzing data.

In chapter four, it consisted of the result of the research talking about the analysis of data. It is consisted of description of data, hypothesis testing, the threats of research and discussion.

Finally, in chapter five consisted of conclusion that give conclusion about the result of research and suggestion to students and teacher by researcher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Students' mastery.

According to Hornby state that the student is a person is studying at school or college.¹ While in Indonesia dictionary, siswa adalah seorang pelajar yang berada pada tingkat Sekolah dasar, Sekolah Menengah Pertama, dan Sekolah Menengah Atas (the students is a especially on the grade of Elementary, Junior, and Senior High School).² Then, according to Ramayulis, student is the member society that effort to develop his/her self through education level process and kind of certain education.³

Mastery is complete knowledge; great skill: achieve/ attain mastery of several languages, show complete mastery in one's handling of a difficult situation. Then, mastery is control complete or knowledge.⁴

Based on the definition above, the researcher concludes that the students' mastery is anyone who studies in school in performing something or to do something of control complete and skill or knowledge in simple past tense. Everyone have different mastery so that with this condition will help each other to do the activity.

¹ Hornby. *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1187.

² Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p.1077.

³ Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169

⁴ *Op.,cit.* p. 721

So students' mastery means: anyone who studies or who is devoted to the acquisition of knowledge and somebody need construction or development of owned mastery it individually and group and also expect treatment either from adult, including the teacher. The mastery is the skills or the potential of an individual in doing various tasks in a job or an assessment of the person's actions.

So, the researcher only focused to understand of the simple past tense such in active, passive, and nominal sentence.

2. Simple past tense

Before going to the theory of tenses it is known that tenses especially simple past tense is one kind of knowledge that has to be mastered by the students.

Simple past tense is used to show expression what happened in the past time. In language which have a simple past tense. It thus provides a grammatical of indicating that the event being referred to took place in the past.⁵

Based on the definition above the researcher can conclude that simple past tense is used for something in the past which is finished.

a. Function of simple past tense.

Past tense has function that important in using of sentence:

⁵ Slamet Riyanto, et. Al., *A Hand Book of English Grammar*, (cet. IV; Yogyakarta: Pustaka Pelajar, 2010), p. 109.

- 1) To show the action that just now happened.
Example: He just now watched TV.
- 2) Repeated, habitual actions in the past time.
Example: I always went to mosques at night.
- 3) Taking place simultaneously in the past time.
Example: Shanti was watching TV when someone knocked the door.⁶

b. Kinds of past tense.

- 1) Simple past tense.

Point at:

- a) The simple past tense is usually made by adding “ed” to the Verb.
Example: We walked to school yesterday.
- b) If a verb ends in “e”, just add “d” to make the simple past tense.
Example: Who closed all the windows?
- c) When a word ends in “y” after consonant, changed into “ie” when “d” is added to the word.
Example: My brother cried when he fell off his bike.
- d) When a suffix is added to a short word ending in a consonant after a vowel, its consonant is doubled.
Example: Stop (stopped).⁷

Based on the problems above, the researcher limited the problem on simple past tense. Therefore, the researcher explanations form of simple past tense and the explanation below:

⁶ Betty Schramper Azar, *op. cit.*, p. 28

⁷ Slamet Riyanto, *op. cit.*, p. 142.

c. Form of simple past tense.

Simple past tense is talk about action or situations in the past.⁸

Simple past tense is also to show one action which happened or took place at a particular time in the past and repeated, habitual action in the past. Time markers that are usually used: Yesterday, last, ago, in, at, for, from, and when.⁹

1) Active verbal

Generally, simple past tense is used to state one action or happened in past time.

Formula pattern in sentence is used:

a) (+) affirmative sentence

There are some things which important must know when affirmative sentence is used: affirmative sentence, the verb that is used verb second form. Changed from verb 1(infinitive) become verb second form and have to adjust with regular or irregular verb. For example, leave (left).

The formula:

I	
We	

⁸ *Ibid.*, p. 22.

⁹ Slamet Riyanto, *op. cit.*, 141.

You	Verb 2 + Object + Adv +...
She	
He	
It	
They	

(1) Regular e.g:

- | | |
|-----------|-----------|
| - Help | Helped |
| - Want | Wanted |
| - Answer | Answered |
| - Call | Called |
| - Discuss | Discussed |

(2) Irregular e.g:

- | | |
|----------|--------|
| - Begin | Began |
| - Become | Became |
| - Awake | Awoke |
| - Behold | Beheld |
| - Befall | Befell |

For examples, this following:

- (a) I studied English yesterday.
- (b) We went to Jakarta last month.
- (c) You opened the door yesterday.
- (d) She climbed tree last year.
- (e) He cooked rice yesterday morning.

b) (-) negative sentence

There are some things which have to known when negative sentence is used: did not (didn't) is placed in behind subject. All verbs in negative sentence, form simple past tense

used verb 1. It means, after coming “did” verb 2 back to verb 1.

The formula:

S + Did + not + verb 1 + object + adverb +...

For example, this following:

- (1) I did not study English yesterday.
- (2) They did not go to Jakarta last month.
- (3) You did not speak English yesterday.
- (4) I did not visit some friends last week.
- (5) She did not give a birthday present to her friend.

c) (?) Interrogative sentence.

There are some things which important when is used interrogative sentences: “did” is used in front of subject. Verb 1 is used in interrogative sentences.

The formula:

Did + Subject + Verb 1 ?

For example, this following:

- (1) Did you study English yesterday?
 Long answer: yes, I studied English yesterday.
 Short answer: yes, I did.
- (2) Did they go to Jakarta last month?
 Long answer: No, they didn't go to Jakarta last month.
 Short answer: No, they did not.
- (3) Did you see Julie on the weekend?
 Long answer: No, I did not see Julie on the weekend.
 Short answer: No, I did not.
- (4) Did they play tennis this morning?

Long answer: Yes, they played tennis this morning.

Short answer: Yes, they did.

(5) Did he eat soup last month?

Long answer: Yes, he ate soup last month.

Short answer: Yes, he did.

d) (?) Interrogative sentence with question word.

There are some things which attended when used interrogative sentence: the answer of question which use question word, didn't use *yes* or *no* have to adjust with own question.

The formula:

Qw + Did + Subject + Verb 1

For example interrogative sentence:

(1) **Question:** what did you see last night?

Answer: I saw my car last night.

(2) **Question:** Where did Suaidi go yesterday?

Answer: He went to Toba Lake.

(3) **Question:** Where did you swim last week?

Answer: I swam on the river last week.

If question word asked subject or as subject so, arrangement:

The formula:

Subject/ Qw	+ Verb 2
-------------	----------

For example:

(1) **Question:** Who visited you last night?

Answer: James visited me last night.

2) Nominal sentence

Nominal sentence in simple past tense is used state condition that happens in past time.

The formula in sentence is used:

(a) (+) Affirmative sentence.

In affirmative sentence needed to be “was” and “were”.

To be “was” is used for subject I, he, she and it. For subject you, we and they used to be “were”.

The formula:

I	Was	+ Non verb
He		
She		
It		
We	Were	
You		
They		

For example:

(1) She was happy yesterday.

(2) They were very busy last week.

(b) (+) Negative sentence.

There is something have to attended when use negative sentence. To be “was” and “were” added on the behind in negative sentences.

The formula:

S + was/were + not + non verb

For example:

- (1) She was not happy yesterday.
- (2) They were not very busy last week.
- (3) I was not a student junior high school.
- (4) He was not player football.
- (5) It was not a wonderful view.

(c) (?) Interrogative sentence

To be “was” and “were” is used in front of subject in interrogative sentence. The answer for interrogative sentence can used “yes” or “no”.

The formula:

Was/ were + S + Non verb

For example:

- (1) Was she happy yesterday?
 Long answer: Yes, she was happy yesterday or no, she wasn't happy yesterday.
 Short answer: yes, she was or no, she wasn't.
- (2) Were you a doctor?
 Long answer: Yes, I was a doctor.
 Short answer: Yes, I was
- (3) Were they angry last morning?

Long answer: No, they were not angry last morning.

Short answer: No, they were not.

(4) Was I fat last year?

Long answer: yes, you were fat last year.

Short answer: yes, you were.

3) Time signals

Time signal is used in form of simple past tense. Usually the time signal is used such as:¹⁰

(a) Yesterday	yesterday morning
(b) yesterday afternoon	yesterday evening
(c) The day before	last spring
(d) Last.....	Last night
(e) Last week	Last Saturday
(f) Last Sunday	Last month
(g) Last year	Last march
(h) Last Monday	an hour ago
(i) A few minutes ago	two days ago
(j) A month ago	a year ago

4) Passive voice

Passive from active tense formed by with put verb to be into same tense with active tense and additional with active verb 3. Subject active verb will be subject verb passive. The subject was not often mention. If mention started with by and put on the ending of clause: *This tree was planted by my grandfather.*¹¹

Sometimes, simple past tense is used in passive form for example; newspaper, scientific writing, and article. Passive voice

¹⁰ Windi Novia, S. Pd, *Basic English Grammar*, (cet. 1; Jakarta: Gama Press, 2010), p. 247.

¹¹ Drs. Surayin, *Perfect English Grammar*, (1st; Bandung: Yrama Widya, 1999), p. 344.

is used because object from active is information that is important than subject. If active voice in simple past tense, so 'be' passive voice is *was* and *where*.¹²

The formula:

Active: Subject + Verb II

Passive:

(a) Positive (+)

Subject + To be (Was, were) + Verb III + by + Complement
--

(b) Negative (-)

Subject + To be (was, were) + Not + Verb III + By + Complement
--

(c) Interrogative (?)

(?) Long answer:

Q.W + To be (was, were) + Subject + Verb III + by + Complement
--

(?) Short answer:

To be (was, were) + Subject + Verb III + by + Complement
--

For example:

¹² Moh. Kusnadi, *Excellent English Grammar*, (Surabaya: Bintang Usaha jaya, 2011), p. 284.

- Active : Susi opened the door.
 Passive: (+) The door was opened by Susi.
 (-) The door wasn't opened by Susi
 (Qw/?) What was opened by Susi?
 (?) Was the door opened by Susi?

- Active : Iwan drank a cup of coffee.
 Passive: (+) A cup of coffee was drunk by Iwan
 (-) A cup of coffee wasn't drunk by Iwan
 (Qw/?) What was drunk by Iwan?
 (?) Was a cup of coffe drunk by Iwan?

- Active: Rama bit Mary
 Passive: (+) Mary was bitten by Rama.
 (-) Mary was not bitten by Rama.
 (Qw/?) Who was bitten by Rama?
 (?) Was Mary bitten by Rama?

Based on the definition above the researcher concludes that the simple past tense is talking about happened in the past time. When use verb in simple past tense, subject adjust with singular and plural. Just not in verbal sentence. In nominal sentences, singular and plural is used in simple past tense. Then, in passive voice the simple past tense is used in sentence.

3. Evaluation of simple past tense mastery

Evaluation exactly, predictable what is the activity. Term of evaluation is known almost for everyone, especially for education. Evaluation is the activities of data collected or information to compare of criteria, then take the conclusion. This conclusion it is mean as result of evaluation.

That means of criteria in evaluation of education is provision that taken out by ministry of national education. Easy example is provision of graduate from education of academy.¹³

Based on the definition above the researcher can conclude that with the evaluation to students, it is known how the students' mastery in simple past tense like active, passive, and nominal sentence.

B. Review of Related Findings.

Many researches are talking about students' mastery in simple past tense. Related to this research, some researches had been done as follow:

First, Nurzannah Ritonga had done research is State Institute of Islamic studies (STAIN) Padangsidempuan with the title "An analysis on the students' ability in writing sentences in simple past tense at grade VIII SMP Negeri 1 Padang Bolak 2014/ 2015". After analyzing the data, she was gotten that the an analysis on the students' ability in writing sentence in simple past tense at grade VIII SMP Negeri 1 Padang Bolak can be categorized enough. It can be known from the calculating was 59. 46%.¹⁴

Second, Siti Maisaroh had done research is Faculty of Tarbiyah Teachers' Training 'Syarif Hidayatullah' State Islamic University Jakarta with the title "Analysis of the students' ability in using the simple past tense at the

¹³ Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (cet. 5; Jakarta: PT Rineka Cipta, 2013), p. 36.

¹⁴ Nurzannah Ritonga, *analysis on the students' ability in writing sentences in simple past tense at grade VIII SMP Negeri 1 Padang Bolak*, (unpublished Thesis), (Padangsidempuan: STAIN Padangsidempuan, 2014), p. 44.

second grade SMP Negeri 3 shouth Tangerang 2013/ 2014”. She was gotten can be categorized enough. It can be know from the calculating was 52. 09%.¹⁵

Third, Ovalina had done research is Faculty of Tarbiyah Teachers’ Training ‘Syarif Hidayatullah’ State Islamic University Jakarta with the title “Improving students’ ability in using the simple past tense through contextual teaching learning at 8th grade students of SMP Negeri 17 Tangerang selatan 2010/ 2011” is good. It can be known from calculating was 71. 79%.¹⁶

It can be conclude that students were able in simple past tense, although they had difficulties in simple past tense. In other word, the students felt difficult in tenses.

If the researchers before concluded that the students were able in simple past tense, the researcher interested want to do research about “Students’ mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidempuan”. The researcher hope can describe and analyze the differences from the students but in the different location.

¹⁵ Siti Maisaroh, *Analysis of the students’ ability in using the simple past tense at the second grade SMP Negeri 3 shouth Tangerang*, (phublished Thesis), (Jakarta: UIN Jakarta, 2013), p. 56.

¹⁶ Ovalina, *Improving students’ ability in using the simple past tense through contextual teaching learning at 8th grade students of SMP Negeri 17 Tangerang selatan*, (published), (Jakarta: UIN Jakarta, 2010), p. 52.

C. Hypothesis of Research.

According to L. R Gay says, “A hypothesis is a tentative prediction of the results of the research findings”.¹⁷ Hypotheses, on the other hand are predictions the researcher holds about the relationship among variables.¹⁸ Suharsimi Arikunto stated a hypothesis is a provisional answer of result problem in research.¹⁹ So that, it can be said that hypothesis is a provisional of prediction result in a research. Based on the background of the problems above, in this research the students’ mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidempuan is enough mastery.

D. Conceptual Framework

Simple past tense is very important, especially for Vocational School. A good English grammar competence especially on tenses, facilitate the students to gain achievement. To learn English grammar especially tenses, the students need good techniques. One of the techniques is by simple past tense.

Simple past tense is used in learn English grammar and to help students to understand tenses when applied it in learning and its life. The students to used the simple past tense is to remember that the using of the simple past tense emphasizes that the event is over and done with before the

¹⁷ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis And Application*, (New York: Prentice Hall, 2000), p. 71.

¹⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (2nd ed; New Delhi: Sage Publications, 2003), p. 108.

¹⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 71.

present moment of time. So, in this research the researcher was to examine the students' mastery in simple past tense.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research had done at SMA Negeri 8 Padangsidempuan. It is located on Jl. Perkebunan Pijorkoling. This subject of research is eleventh grade of students at SMA 8 Negeri Padangsidempuan academic years 2017/2018. This research started from November 03th, 2016 until Oktober 30th, 2017. The researcher collected the data from Oktober 12th, 2017 until Oktober 16th 2017.

B. The Method of Research

The research used Quantitative research. According to Ranjit Kumar “in quantitative research you are guided by predetermined sample size that is based upon a number of other considerations in addition to resources available.”¹

The method used in this research is descriptive method. According to Winarto Surakhman in his book *Pengantar Penelitian Ilmiah Dasar Metode Dan Teknik* Stated: (Descriptive method is a survey that determines and allocate it with interview technical, observation, or test technical studying time of problem and indication comparative analysis or

¹ Ranjit Kumar, *Research Methodology* (London: sage, 2011) p.192

operational).² This method is used to describe the student's mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan.

Based on the explanation above, this research examined about the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan. The researcher concluded quantitative descriptive methods. So, the researcher used a field research.

C. Population and Sample

1. Population

According to Suharsimi Arikunto, "Population is all the subject of research". According to Ott and Longnecker "a population is the set of all measurements of interest to the sample collector".³ The populations the research consist of 4 classes with 110 students. It can be seen in the table below:

Table. I
The total of students at eleventh grade SMA Negeri 8 Padangsidimpuan in 2016-2017 academic years

No.	Class	Total
1.	XI IPA-1	30
2.	XI IPA-2	26

² Winarno Surakhma, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik* (Bandung: Kasito, 1982), p. 2

³ Ott, Lyman R. and Michael T. Longnecker, *An Introduction to Statistical and Data Analysis*, (Belmont: Brooks/Cole Cengage Learning, 2010).p.5

3.	XI IPS-1	29
4.	XI IPS-2	25
	Total of students	110

2. Sample

The sample of this research is the students at grade XI in SMA Negeri 8 Padangsidempuan. Sample is a part of population which will be researched. As stated by L.R. Gay & Peter Airasian that “sample comprises the individuals, items, or events selected from a large group referred to as a population”.⁴ To get the sample of this research the researcher guided of the opinion of Suharsimi Arikunto, who said that when the subject less than 100, taken better all together and if it's amount more amount is taken by 10%-15% or 20%-25% or more appropriate with the researcher ability.⁵

To get the sample, the researcher applies random sampling technique by choosing of the students based on lottery method. From the population 110 students at eleventh grade, the researcher just takes 28 students from the whole of students. The procedures are: listing all of students by numbers and writing the all numbers in some pieces of

⁴ L.R. Gay and Peter Airasian, *Op.Cit.*p.121

⁵ Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktik* (Jakarta:Pt Rineka Cipta, 2006).p. 130

papers. Then taking the numbers one by one till getting the amount of sample it is say lottery.

So, It is describes in the following below:

Table II
Sample of the Research at Eleventh grade in SMA
Negeri 8 Padangsidempuan.

NO.	Classes	Total
1	XI-IPA 1	7
2	XI-IPA 2	7
3	XI-IPS 1	7
4	XI-IPS 2	7
Total of the students		28

Based on the table above, it could be seen that every class, in this research the sample would be take from all class randomly.

D. The Technique of Collecting Data

Suharsimi Arikunto said: pengumpulan data adalah alat bantu yang di pilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan data agar kegiatan tersebut menjadi sistematis dan dipermudah. (collecting data is a tool that chosen and used by researcher in activity of collecting data so activity become systematic and be easier).⁶

To get an accurate data from the students, the researcher collects data by doing those activities:

⁶ *Ibid*, p.134

1. Test

The research uses the test to make some questions about simple past tense in order to get the information about the mastery of students in learning simple past tense. In this test, researcher write indicator of test simple past tense such as: *active, passive, and nominal*. The researcher gives question to the students in essay test form. All of the questions are about simple past tense. The test is consisting of 25 items; the researcher gives 4 for every good value, so the high score is 100, and researcher gives times to answer the items is 50 minutes in one item 2 minutes. (see appendix I). The indicators of the test can see on the table below:

Table III
Indicators of the Test

Indicators	Indicators	No Items	Item	Scores
Active	(+)	2,4,7,	3	12
	(-)	15, 24,25	3	12
	(?)	21,22,23,	3	12
Passive	(+)	6,12	2	8
	(-)	1,10,	2	8
	(?)	3,5,8	3	12
Nominal	(+)	16, 13, 11,	3	12
	(-)	17,18,19	3	12
	(?)	9,14,20	3	12
Total			25	100

The steps to collect data are as follow:

1. The researcher gives suggestion to the students that the answer of the question carefully.
2. Next, giving the test to the students and it is completed by limits time in doing the test.
3. After the students finish the test, the researcher collects the students' answer and then analyzes it with following particular steps.

E. Test Validity

According to Suharsimi Arikunto, Validity is a measurement that shows valid level an instrument.⁷ The researcher is used content validity to establish the validity of the instrument that is test. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest.

In applying the research, the researcher has validated essay test. The test means to measure the items of the test comprehensively. The essay test is suitable to test students' mastery in simple past tense. It can make students easier in simple past tense. This process of analysis is showed the content validity of the test. In other words, the researcher concluded that the essay test has been valid. The validation was done by checked the test to the expert person. Elva juliyanti, S. Pd is the English teacher of grade XI SMA Negeri 8 Padangsidempuan. She said that the

⁷ Suharsimi Arikunto, *op. cit.*, p. 168

test has been available for the students. The test has been signed by the English teacher of SMA Negeri 8 Padangsidempuan.

F. Techniques of Analysis Data

After collecting their answer, the researcher analyzed the result of the test with mean score. The average scores of students are interpreted in descriptive data with the formula as follows:

1. To know the range of the data, the formulation is:

$$\text{Range} = \text{high score} - \text{low score}$$

2. To know the total of classes (BK), with the formula:

$$1 + 3.3 \log n$$

3. To know the interval (i) used formula:

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

4. To know the mean score used the formula:

$$M = \frac{\sum \text{Score}}{\sum \text{Responden}}$$

5. To know the median score used the formula:

$$Me = Bb + \left(\frac{\frac{1}{2}n - f}{fM} \right)$$

6. To know the modus score used the formula:

$$Mo = l + \left(\frac{d1}{d1 + d2} \right) i$$

7. In getting the percentage the researcher were calculated using the pattern:

$$X = \frac{\sum x}{N} \times 100$$

Explanation:

X : The mean of the students

$\sum x$: Total of the score

N : The students' size

8. Z -Test

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

Explanation:

x: data that includes hypothesis categories

n: all of data

p: hypothesis proportion⁸

After calculating and scoring students' answer sheet. Then their score are calculating into the criteria score interpretation on the table below:

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

Table IV
The Classification quality of the students' score⁹

NO.	Interval	Predicate
1	0% – 20%	Very low
2	21% – 40%	Low
3	41% – 60%	Enough
4	61% – 80%	High
5	81% – 100%	Very high

After the researcher found mean scores of all students, it is consulate the criteria as follows:

- a. If the value of mean score is 81-100, it can be categorized into very high.
- b. If the value of mean score is 80-61, it can be categorized into high.
- c. If the value of mean score is 41-60, it can be categorized into enough.
- d. If the value of mean score is 21-40, it can be categorized into low.
- e. If the value of mean score is 0-20, it can be categorized into very low.

⁹ Riduan. *Belajar mudah penelitian untuk Guru-karyawan dan peneliti pemula*. (Bandung :Alfabeta,2005),p.89

CHAPTER IV

ANALYSIS OF THE DATA

A. Description of data

To understand this research easily, it was described based only one variable. There were simple past tense and also was continued to the testing hypothesis. In description of result simple past tense the researcher had given test about active, nominal, and passive sentence as follow:

Score of Students in Active Sentence

No.	Students' initial	T	F	Score	Total T x S
1	AS	4	5	4	16
2	AW	4	5	4	16
3	ASN	2	8	4	8
4	ARD	2	7	4	8
5	AP	4	5	4	16
6	A	4	5	4	16
7	DG	6	3	4	24
8	E	4	5	4	16
9	F	2	7	4	8
10	IR	4	5	4	16
11	K	6	3	4	24
12	L	7	2	4	28
13	MH	1	8	4	4
14	MHD	4	5	4	16
15	MN	3	6	4	12
16	NIS	3	6	4	12
17	NBS	4	5	4	16
18	NPS	4	5	4	16
19	NSC	0	9	4	0
20	NSH	5	4	4	20
21	RS	4	5	4	16
22	R	4	5	4	16

23	RA	4	5	4	16
24	R	4	5	4	16
25	SPR	3	6	4	12
26	UA	4	5	4	16
27	W	3	6	4	12
28	YLS	1	8	4	4

Score of Students in Nominal Sentence

No.	Students' initial	T	F	Score	Total T x S
1	AS	8	1	4	32
2	AW	6	3	4	24
3	ASN	7	2	4	28
4	ARD	8	1	4	32
5	AP	9	0	4	36
6	A	8	1	4	32
7	DG	8	1	4	32
8	E	9	0	4	36
9	F	9	0	4	36
10	IR	9	0	4	36
11	K	5	4	4	20
12	L	9	0	4	36
13	MH	9	0	4	36
14	MHD	9	0	4	36
15	MN	9	0	4	36
16	NIS	9	0	4	36
17	NBS	7	2	4	28
18	NPS	9	0	4	36
19	NSC	6	3	4	24
20	NSH	9	0	4	36
21	RS	8	1	4	32
22	R	9	0	4	36
23	RA	9	0	4	36
24	R	8	1	4	32
25	SPR	7	2	4	28
26	UA	9	0	4	36
27	W	8	1	4	32
28	YLS	9	0	4	36

Score of Students in Passive Sentence

No.	Students' initial	T	F	Score	Total T x S
1	AS	2	5	4	8
2	AW	3	4	4	12
3	ASN	0	7	4	0
4	ARD	2	5	4	8
5	AP	3	4	4	12
6	A	3	4	4	12
7	DG	5	2	4	20
8	E	3	4	4	12
9	F	5	2	4	20
10	IR	1	6	4	4
11	K	3	4	4	12
12	L	3	4	4	12
13	MH	4	3	4	16
14	MHD	2	5	4	8
15	MN	1	6	4	4
16	NIS	4	3	4	16
17	NBS	3	4	4	12
18	NPS	4	3	4	16
19	NSC	4	3	4	16
20	NSH	2	5	4	8
21	RS	2	5	4	8
22	R	2	5	4	8
23	RA	2	5	4	8
24	R	3	4	4	12
25	SPR	3	4	4	12
26	UA	4	3	4	16
27	W	3	4	4	12
28	YLS	4	3	4	4

. The researcher used the instrument to collect the data. It is the essay test about simple past tense and consists of 25 items.

The researcher had given test about simple past tense to 28 students. From the 28 students, score 76 were 2 students, score 68 were 2 students,

score 64 were 6 students, score 60 were 6 students, score 56 were 5 students, score 52 were 4 students, score 48 was 1 student, score 36 were 2 students. See appendix 5. Percentage of students in active, passive and nominal see appendix 6.

The test score become the data that was needed to test hypothesis, the data are tabulated as follow:

Table V
The Resume of Variable Score of Simple Past Tense

No.	Statistic	Variable
1	High score	76
2	Low score	36
3	Mean score	58.75
4	Median	61.19
5	Modus	51.39

From the table above, it was known the high score of variable of simple past tense had been searched by 28 students based on the total of sample research were high score 76 and low 36, mean score 58.75, median 61.96, and modus 65.39. See appendix 7.

Based on the calculation mean score above 58.75. So, the students' ability in simple past tense mastery was enough mastery. It is can be known from table interpretation mean score in chapter III. To know relevance of the

data was done to group the variable scores of simple past tense which interval 7.

Table VI
Frequency distribution of simple past tense

Interval class	Frequency absolute	Frequency relative
36-42	2	7.1%
43-49	1	3.6%
50-56	9	32.1%
57-63	6	21.4%
64-70	8	28.6%
71-77	2	7.1%
$i = 7$	28	100%

From the table frequency distribution above shown that the students, score there were class interval between 36-42 were 2 students (7.1%), class interval 43-49 was 1 student (3.6%), class interval 50-56 were 9 students (32.1%), class interval 57-63 were 6 students (21.4%), class interval 64-70 were 8 students (28.6%), class interval 71-77 were 2 students (7.1%).

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

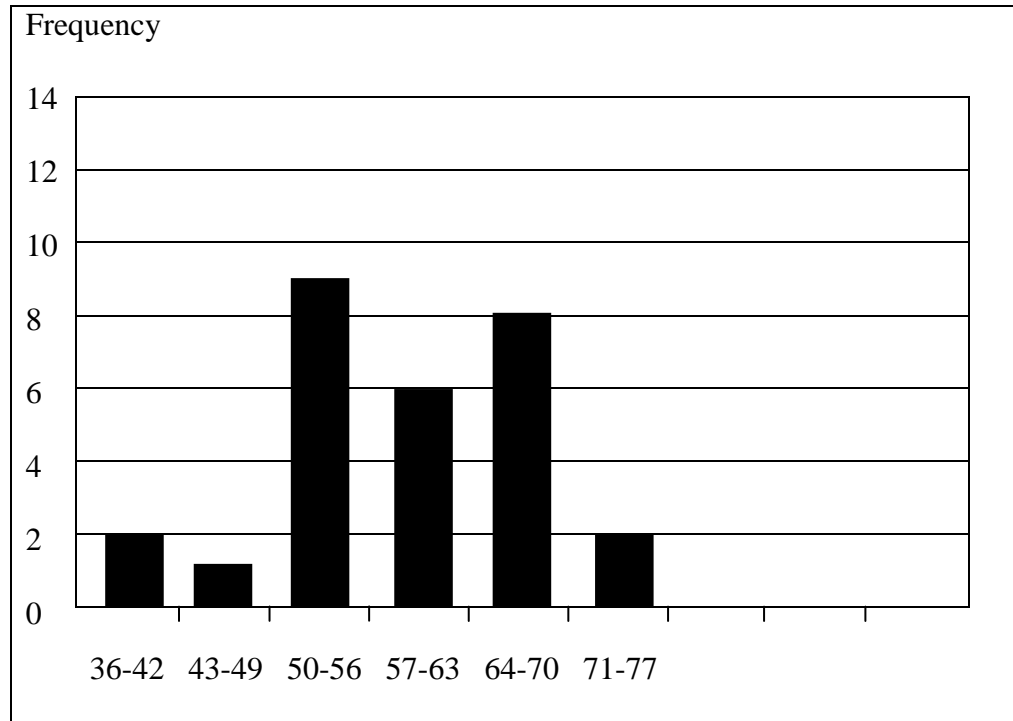


Figure 1: The histogram of The Students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidimpuan.

From the diagram above, the highest score was class interval between 50-56 in the ninth frequency and lowest score was class interval between 43-49 in the one frequency.

B. Hypothesis testing

The hypothesis of research was The Students' Mastery in Simple Past Tense at Eleventh Grade SMA Negeri 8 Padangsidimpuan is enough Mastery. Based on the data collected, the data has been analyzed to prove hypothesis by

using formula of Z-test. It can be seen $Z_{\text{count}} = 1.684 > Z_{\text{table}} = 0.1736$ by level of significance 0.05. So, from the result above the researcher concludes that the hypothesis accepted. See appendix 8.

So, the students' mastery in simple past tense at eleventh grade SMA Negeri 8 Padangsidempuan are enough mastery.

C. Discussion

The result of this research which the title "The Students' Mastery in Simple Past Tense at Eleventh Grade SMA Negeri 8 Padangsidempuan" can categorized into enough mastery (58.75). This category between with the researcher before that had been researched the first by Nurzannah Ritonga had done research is State Institute of Islamic Studies (STAIN) Padangsidempuan with the title "An Analysis on the Students' Ability in Writing Sentences in Simple Past Tense at Grade VIII SMP Negeri 1 Padang Bolak 2014/ 2015". After analyzing the data, she was gotten that the an analysis on the students' ability in writing sentence in simple past tense at grade VIII SMP Negeri 1 Padang Bolak can be categorized enough. It can be known from the calculating was 59.46%.¹

Thus, Siti Maisaroh had done research is Faculty of Tarbiyah Teachers' Training 'Syarif Hidayatullah' State Islamic University Jakarta with the title "Analysis of The Students' Ability in Using The Simple past tense at

¹ Nurzannah Ritonga, *analysis on the students' ability in writing sentences in simple past tense at grade VIII SMP Negeri 1 Padang Bolak*, (unpublished Thesis), (Padangsidempuan: STAIN Padangsidempuan, 2014), p. 44.

the Second Grade SMP Negeri 3 South Tangerang 2013/ 2014". She was gotten can be categorized enough. It can be know from the calculating was 52.09%.²

The next researcher, Ovalina had done research is Faculty of Tarbiyah Teachers' Training 'Syarif Hidayatullah' State Islamic University Jakarta with the title "Improving Students' Ability in Using the Simple Past Tense Through Contextual Teaching Learning at 8th Grade Students of SMP Negeri 17 Tangerang selatan 2010/ 2011" is good. It can be known from calculating was 71.79%.³

D. The threats of the research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the technique of analyzing data. So, the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Then, time that given by researcher to students not enough. The students' did not do seriously. So, the researcher looked the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become

² Siti Maisaroh, *Analysis of the students' ability in using the simple past tense at the second grade SMP Negeri 3 shouth Tangerang*, (phublished Thesis), (Jakarta: UIN Jakarta, 2013), p. 56.

³ Ovalina, *Improving students' ability in using the simple past tense through contextual teaching learning at 8th grade students of SMP Negeri 17 Tangerang selatan*, (published), (Jakarta: UIN Jakarta, 2010), p. 52.

there were threats the writer, the researcher the helping from the entire advisers, headmaster and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

After analyzing and describing the data on “The Students’ Mastery In Simple Past Tense at Eleventh Grade SMA Negeri 8 Padangsidempuan” the researcher gave conclusion as follow: “The Students’ Mastery in Simple Past Tense at Eleventh Grade SMA Negeri 8 Padangsidempuan is categorized into enough ability (58.75)”. Then, the hypothesis that the Students’ Mastery in Simple Past Tense at Eleventh Grade SMA Negeri 8 Padangsidempuan is enough mastery was accepted by using Z-test. Because $Z_{\text{count}} = 1.684 > Z_{\text{table}} = 0.1736$.

B. Suggestions

After formulating the conclusions the researcher wanted to give the suggestion concern with the result of this research. It could be seen as below:

1. As an input for the English teachers of SMA Negeri 8 Padangsidempuan, especially to English teacher at eleventh grade class of SMA Negeri 8 Padangsidempuan, to motivate the students to increase their ability in simple past tense.
2. As an input for the headmaster for guiding English teachers and increase the quantity and quality of English teachers in teaching and learning process of SMA Negeri 8 Padangsidempuan.

3. As an input for the readers, especially to learners more increase their knowledge in simple past tense.

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CURRICULUM VITAE



Name : MUHAMMAD IDRIS
Registration Number : 113400063
Place / Date of Birth : Pijorkoling, 02th Juni 1989
Sex : Male
Address : Pijorkoling, Kec. Padangsidempuan Tenggara
Fathers' Name : Asyakir
Mothers' Name : Maslaini

Educational Background

Primary School : at SDN 142490 Pijorkoling (2002)
Junior High School : at MTSN Panyabungan (2005)
Senior High School : at SMA Negeri 8 Padangsidempuan (2008)
Institute : at English Educational Department of Tarbiyah Faculty at
IAIN Padangsidempuan (2018).

APPENDIX I

RESEARCH INSTRUMENT OF MASTERY IN SIMPLE PAST TENSE

A. Pengantar

- 1) Instrument ini bertujuan untuk menjaring data kemampuan siswa-siswi didalam menggunakan simple past tense. Oleh sebab itu, jawablah sesuai dengan kemampuan anda.
- 2) Jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.
- 3) Jawaban anda akan dijaga kerahasiaannya.

B. Petunjuk

- 1) Jawablah pertanyaan berikut ini dengan seksama.
- 2) Isilah yang di dalam kurung dengan jawaban yang benar.
- 3) Apabila pertanyaan kurang jelas tanyakan langsung kepada pengawas.
- 4) Waktu yang tersedia 50 menit.

C. Soal

Name:

Kelas :

1. That monument (not/build)..... by governor year ago.
2. She (meet) her uncle last night.
3. Was my friend's car yesterday (stole).....by someone yesterday?
4. We (do) the test yesterday.
5. Was the first book (print)..... in 2015 by Tribun News?

6. The Jurassic Park Movie (watch).....by us yesterday.
7. They (play) the game last night.
8. Were sardines and rice (ate).....for lunch by Sandi?
9. (Were).....I late to come at 10 pm yesterday?
10. Some articles (not/write).....by Eliza last week.
11. She (were).....there waiting for me alone.
12. Santi (pick).....up by Andri in her house at 19 o'clock last night.
13. When we (was).....kids, we were always together.
14. (Was).....you so hungry that you ate my cast off?
15. You did not (bring)the dictionary.
16. You (was).....in my heart, but not anymore.
17. She (were)not.....happy to hear that you came to her house.
18. I would wait for you if I (were) not.....in hurry to catch my flight.
19. We (was)not.....in Liverpool last new year.
20. (were).....Henry as cute as now?
21. Did your father (drink)the coffee yersterday?
22. Did she (talked).....to you?
23. Did you (went).....back to Semarang at 3 o'clock yesterday afternoon?
24. Martin (not/ate).....this morning.
25. He (not /gave)me an orange last week.

APPENDIX II

The key of questions

- | | | |
|----------------------|----------------|------------------|
| 1. Was not built | 11. Was | 21. Drink |
| 2. Met | 12. Was picked | 22. Talk |
| 3. Stolen | 13. Were | 23. Go |
| 4. Did | 14. Were | 24. Did not eat |
| 5. Printed | 15. Bring | 25. Did not give |
| 6. Was watched | 16. Were | |
| 7. Played | 17. Was | |
| 8. Eaten | 18. Was | |
| 9. Was | 19. Were | |
| 10. Were not written | 20. Was | |

APPENDIX 3

INSTRUMENT OF ESSAY TEST VALIDITY

Nama sekolah : SMA Negeri 8 Padangsidempuan

Kelas : XI

Mata pelajaran : Bahasa Inggris

Materi pokok : Simple past tense

Keterangan : V = Valid

VR = Valid dengan Revisi

TV = Tidak Valid

Petunjuk: Berikanlah tanda (√) pada kolom yang telah tersedia.

Instruction: Supply with correct form in brackets.

No.	Soal	V	VR	TV
1.	That monument (not/build)..... by governor year ago.	.		
2.	She (meet) her uncle last night.	.		
3.	Was my friend's car yesterday (stole).....by someone yesterday?	.		
4.	We (do) the test yesterday.	.		

5.	Was the first book (print)..... in 2015 by Tribun News?	.		
6.	The Jurassic Park Movie (watch).....by us yesterday.			
7.	They (play) the game last night.			
8.	Were sardines and rice (ate).....for lunch by Sandi?			
9.	(Were).....I late to come at 10 pm yesterday?			
10.	Some articles (not/write).....by Eliza last week.			
11.	She (were).....there waiting for me alone.			
12.	Santi (pick).....up by Andri in her house at 19 o'clock last night.			
13.	We (done).....the homework yesterday.			
14.	When we (was).....kids, we were always together.			
15.	(Was).....you so hungry that you ate my cast off?			
16.	You did not (bring).....the dictionary.			
17.	You (was).....in my heart, but not anymore.			
18.	She (were)not.....happy to hear that you came to her house.			
19.	I would wait for you if I (were) not.....in hurry to catch my flight.			

20.	We (was)not.....in Liverpool last new year.			
21.	(were).....Henry as cute as now?			
22.	Did your father (drink).....the coffee yersterday?			
23.	Did she (talked).....to you?			
24.	Did you (went).....back to Semarang at 3 o'clock			
25.	Were Susan (watch).....the film last week?			
26.	Budi (play).....football since 2012. yesterday afternoon?			
27.	Martin (not/ate).....this morning.			
28.	Was the painting (paint).....by maestro for amouth?			
29.	The secretary (send).....report to manager tonight.			
30.	He (not /gave)me an orange last week.			

Catatan:

1.
2.
3.
-
-

Padangsidempuan, 30 Agustus 2017

Mengetahui,

Validator

Researcher

ELVA JULIYANTY SIREGAR, S. Pd
Nip. 19780710200801 2007

MUHAMMAD IDRIS
Nim. 113400063

APPENDIX 4

SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan dibawah ini:

Nama: **ELVA JULIYANTI SRG, S. Pd**

Telah memberikan pengamatan dan masukan terhadap Instrument Test Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

THE STUDENTS' ABILITY IN SIMPLE PAST TENSE MASTERY AT ELEVENTH GRADE SMA NEGERI 8 PADANGSIDIMPUAN

Yang disusun oleh:

Nama : Muhammad Idris

Nim : 113400063

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

1. Materi yang akan di test kan pada siswa telah sesuai dengan materi pelajaran yang telah diajarkan.
2. Lakukan penelitian dengan sebaik mungkin.
3. Pastikan siswa menjawab test dengan jujur ketika test berlangsung untuk mendapatkan hasil yang akurat.

Dengan harapan, masukan dan penilaian yang saya berikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Test Kemampuan Kognitif Siswa.

Padangsidimpuan, 30 Agustustus 2017

Validator

ELVA JULIYANTI SRG, S. Pd

Nip. 19780710 200801 2007

APPENDIX 5

The Score of Students' Mastery in Simple Past Tense

No.	Students' initial	T	F	Score	Total T x S
1	AS	14	11	4	56
2	AW	15	10	4	60
3	ASN	9	16	4	36
4	ARD	12	13	4	48
5	AP	16	9	4	64
6	A	15	10	4	60
7	DG	19	6	4	76
8	E	16	9	4	64
9	F	16	9	4	64
10	IR	14	11	4	56
11	K	14	11	4	56
12	L	19	6	4	76
13	MH	13	12	4	52
14	MHD	15	10	4	60
15	MN	13	12	4	52
16	NIS	16	9	4	64
17	NBS	14	11	4	56
18	NPS	17	8	4	68
19	NSC	9	16	4	36
20	NSH	16	9	4	64
21	RS	14	11	4	56
22	R	15	10	4	60
23	RA	15	10	4	60
24	R	15	10	4	60
25	SPR	13	12	4	52
26	UA	17	8	4	68
27	W	14	11	4	56
28	YLS	13	12	4	52

APPENDIX 6

Percentage of Students in Active Sentence

No.	Students' initial	Total question	Score	Total T x S	Percentage
1	AS	9	4	16	44.4%
2	AW	9	4	16	44.4%
3	ASN	9	4	8	22.2%
4	ARD	9	4	8	22.2%
5	AP	9	4	16	44.4%
6	A	9	4	16	44.4%
7	DG	9	4	24	66.6%
8	E	9	4	16	44.4%
9	F	9	4	8	22.2%
10	IR	9	4	16	44.4%
11	K	9	4	24	66.6%
12	L	9	4	28	77.7%
13	MH	9	4	4	11.1%
14	MHD	9	4	16	44.4%
15	MN	9	4	12	33.3%
16	NIS	9	4	12	33.3%
17	NBS	9	4	16	44.4%
18	NPS	9	4	16	44.4%
19	NSC	9	4	0	0
20	NSH	9	4	20	55.5%
21	RS	9	4	16	44.4%
22	R	9	4	16	44.4%
23	RA	9	4	16	44.4%
24	R	9	4	16	44.4%
25	SPR	9	4	12	33.3%
26	UA	9	4	16	44.4%
27	W	9	4	12	33.3%
28	YLS	9	4	4	11.1%

Percentage of Students in Nominal Sentence

No.	Students' initial	Total question	Score	Total T x S	Percentage
1	AS	9	4	32	88.8%
2	AW	9	4	24	66.6%
3	ASN	9	4	28	77.7%
4	ARD	9	4	32	88.8%
5	AP	9	4	36	100%
6	A	9	4	32	88.8%
7	DG	9	4	32	88.8%
8	E	9	4	36	100%
9	F	9	4	36	100%
10	IR	9	4	36	100%
11	K	9	4	20	55.5%
12	L	9	4	36	100%
13	MH	9	4	36	100%
14	MHD	9	4	36	100%
15	MN	9	4	36	100%
16	NIS	9	4	36	100%
17	NBS	9	4	28	77.7%
18	NPS	9	4	36	100%
19	NSC	9	4	24	66.6%
20	NSH	9	4	36	100%
21	RS	9	4	32	88.8%
22	R	9	4	36	100%
23	RA	9	4	36	100%
24	R	9	4	32	88.8%
25	SPR	9	4	28	77.7%
26	UA	9	4	36	100%
27	W	9	4	32	88.8%
28	YLS	9	4	36	100%

Percentage of Students in Passive Sentence

No.	Students' initial	Total question	Score	Total T x S	Percentage
1	AS	9	4	8	28.5%
2	AW	9	4	12	42.8%
3	ASN	9	4	0	0
4	ARD	9	4	8	28.5%
5	AP	9	4	12	42.8%
6	A	9	4	12	42.8%
7	DG	9	4	20	71.4%
8	E	9	4	12	42.8%
9	F	9	4	20	71.4%
10	IR	9	4	4	14.2%
11	K	9	4	12	42.8%
12	L	9	4	12	42.8%
13	MH	9	4	16	57.1%
14	MHD	9	4	8	28.5%
15	MN	9	4	4	14.2%
16	NIS	9	4	16	57.1%
17	NBS	9	4	12	42.8%
18	NPS	9	4	16	57.1%
19	NSC	9	4	16	57.1%
20	NSH	9	4	8	28.5%
21	RS	9	4	8	28.5%
22	R	9	4	8	28.5%
23	RA	9	4	8	28.5%
24	R	9	4	12	42.8%
25	SPR	9	4	12	42.8%
26	UA	9	4	16	57.1%
27	W	9	4	12	42.8%
28	YLS	9	4	4	14.2%

APPENDIX 7

Simple Past Tense Mastery

1. Maximal and minimum score were gotten by setting the variable from low score to high score.

36	36	48	52	52	52	52	56	56	56
56	56	60	60	60	60	60	60	64	64
64	64	64	64	68	68	76	76		

2. High score = 76
3. Low score = 36
4. Range = High score – Low score
$$= 76 - 36$$
$$= 40$$
5. The total of classes (BK) = $1 + 3.3 \log (N)$
$$= 1 + 3.3 \log (28)$$
$$= 1 + 3.3 (1.447)$$
$$= 1 + 4.775$$
$$= 5.775 \text{ dibulatkan menjadi } 6$$
6. Interval (i) = $\frac{R}{BK} = \frac{40}{6} = 6.66 \text{ dibulatkan menjadi } 7$

7. Mean score

F_x = Score of respondent

N = Total of respondent

$$M_x = \sum \frac{fx}{N}$$

No.	Interval	f	x	fx
1	71-77	2	74	148
2	64-70	8	67	536
3	57-63	6	60	360
4	50-56	9	53	477
5	43-49	1	46	46
6	36-42	2	39	78
		N = 28	-	$\sum fx = 1645$

$$M_x = \sum \frac{fx}{N} = \frac{1645}{28} = 58.75$$

8. Median

Me = Median

Bb = Lower limit of median class, that is where the position of median

i = The length of interval class

n = Amount of the data

f = The frequency of median class

F = The total all frequency with sign class more small than the sign of median class

$$Me = Bb + i \left(\frac{\frac{1}{2}n - f}{fm} \right)$$

No.	Interval class	f	fk
1	71-77	2	2
2	64-70	8	10
3	57-63	6	16
4	50-56	9	25
5	43-49	1	26
6	36-42	2	28

$$Bb = 56.5$$

$$f = 16$$

$$fm = 6$$

$$i = 7$$

$$n = 28$$

$$1/2n = 14$$

$$\begin{aligned}
 \text{Median} &= Bb + i \left(\frac{\frac{1}{2}n - f}{fm} \right) \\
 &= 56.5 + 7 \left(\frac{14 - 10}{6} \right) \\
 &= 56.5 + 7 \left(\frac{4}{6} \right) \\
 &= 56.5 + 7 (0.67) \\
 &= 56.5 + 4.69 \\
 &= 61.19
 \end{aligned}$$

9. Modus

$$Mo = \text{Modus}$$

b_1 = Lower limit of modal class that is interval class with higher frequency

minus with interval class frequency with sign class that smaller before
sign modal class

b_2 = The frequency of modal class minus with interval class frequency with
sign class that higher after modal class

No.	Interval class	f	fk
1	71-77	2	2
2	64-70	8	10
3	57-63	6	16
4	50-56	9	25
5	43-49	1	26
6	36-42	2	28

$$M_o = 49.5$$

$$d_1 = 9 - 6 = 3$$

$$d_2 = 9 - 1 = 8$$

$$i = 7$$

$$M_o = M + \frac{d_1}{d_1 + d_2} \cdot i$$

$$= 49.5 + \frac{3}{3+8} \times 7$$

$$= 49.5 + \frac{3}{11} \times 7$$

$$= 49.5 + 0.27 (7)$$

$$= 49.5 + 1.89$$

$$= 51.39$$

10. Standar deviasi

$$SDt = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

No.	Interval	f	x	x'	fx'	x'^2	fx'^2
1	71-77	2	74	+3	+6	9	18
2	64-70	8	67	+2	+16	4	32
3	57-63	6	60	+1	+6	1	6
4	50-56	9	53	0	0	0	0
5	43-49	1	46	-1	-1	1	1
6	36-42	2	39	-2	-4	4	8
		N = 28			$\sum fx' = 28$		$\sum fx'^2 = 65$

$$SDt = i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= 7 \sqrt{\frac{65}{28} - \left(\frac{28}{28}\right)^2}$$

$$= 7 \sqrt{2.32 - (1)^2}$$

$$= 7 \sqrt{2.32 - 1}$$

$$= 7 \sqrt{1.32}$$

$$= 7 \times 1.15$$

$$= 8.05$$

APPENDIX 8

Z – test

X = Include of hypothesis category

N = Total of respondent

P = the proportion of hypothesis

$$\begin{aligned} Z &= \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}} \\ &= \frac{\frac{16}{28} - 0.41}{\sqrt{\frac{0.41(1-0.41)}{28}}} \\ &= \frac{0.57 - 0.41}{\sqrt{\frac{0.41(0.59)}{28}}} \\ &= \frac{0.16}{\sqrt{\frac{0.242}{28}}} \\ &= \frac{0.16}{0.009} \\ &= \frac{0.16}{0.095} = 1.684 \end{aligned}$$

Calculation Z_{table} :

$$Z(1/2 \alpha) = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$Z = 0.5 - 0.05$$

$$Z = 0.45$$

$$Z_{\text{table}} = 0.1736$$

$$Z_{\text{count}} = 1.684 > Z_{\text{table}} = 0.1736$$

Based on calculation, it can be concluded that $Z_{\text{count}} = 1.684$ was more than $Z_{\text{table}} = 0.1736$ ($Z_{\text{count}} = 1.684 > Z_{\text{table}} = 0.1736$) by level of significance 0.05. So, from result of data above, the researcher concluded that the hypothesis is enough ability was accepted.

APPENDIX 9

DOCUMENTATION

Photos of the research







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Padangsidimpuan, 22 April 2016

: Pengesahan judul dan Pembimbing Skripsi

Kepada Yth:

Bapak/Ibu:

1. Dr. Erawadi, M. Ag

(Pembimbing 1)

2. Yusni Sinaga, S. Pd., M. Hum

(Pembimbing 2)

Di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil siding bersama tim pengkaji judul skripsi jurusan tadaris bahasa inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/ Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bila mana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/ Nim

: MUHAMMAD IDRIS/113400063

Jurusan

: FTIK(Tadaris Bahasa Inggris)

Judul Skripsi

: THE STUDENTS' MASTERY IN SIMPLE PAST TENSE AT ELEVENTH GRADE SMA NEGERI 8 PADANGSIDIMPUAN

Demikian surat ini disampaikan, atas perhatian dan ke-ediaan Bapak/ Ibu kami ucapkan terima kasih.

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Nomor : B - 1720 /In.14/E.4c/TL.00/10/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

10 Oktober 2017

Yth. Kepala SMA N 8 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Muhammad Idris
NIM : 11 340 0063
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TB
Alamat : Pijorkoling

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Ability in Simple Past Tense Mastery at Eleventh Grade SMA N 8 Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

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PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 8 PADANGSIDIMPUAN
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SURAT KETERANGAN

NO : 421.3/ 319/SMA N. 8/2017

Yang bertanda tangan dibawah ini Kepala SMA Negeri 8 Kota Padangsidimpun Propinsi Sumatera Utara menerangkan bahwa :

Nama : **MUHAMMAD IDRIS**
NPM : 11 340 0063
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI
Alamat : Pijorkoling

Benar telah melaksanakan Penelitian di SMA Negeri 8 Padangsidimpun pada tanggal 12 sampai dengan 16 Oktober 2017, untuk keperluan penyelesaian Skripsi dengan judul :

"THE STUDENTS' ABILITY IN SIMPLE PAST TENSE MASTERY AT ELEVENTH GRADE SMA N 8 PADANGSIDIMPUAN".

Sesuai dengan Surat Ibu Dekan Institut Agama Islam Negeri (IAIN) Padangsidimpun No. B - 1720 /In.14/E/TL.001/10/2017 tanggal 10 Oktober 2017.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpun, 18 Oktober 2017
Kepala Sekolah


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