ANALYSIS OF THE STUDENTS’ ABILITY IN USING THE SIMPLE PAST TENSE
(A Descriptive Study at the Second Grade of SMP Negeri 3 South Tangerang)

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‘SYARIF HIDAYATULLAH’ STATE ISLAMIC UNIVERSITY
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2013
ANALYSIS OF THE STUDENTS' ABILITY IN USING
THE SIMPLE PAST TENSE
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JAKARTA
2013
ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers Training certifies that the “Skripsi” (Scientific Paper) entitled “Analysis on the Students’ Ability in Using the Simple Past Tense at the Second Grade Students of SMP Negeri 3 South Tangerang” written by Siti Maisaroh, students’ registration number: 107014001903, was examined at examination session of the Faculty of Tarbiyah and Teachers’ Training on Tuesday, December 24th, 2013. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for academic title of ‘S.Pd.’ in English Language Education at the English Education Department.

Jakarta, December 31st, 2013

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Bahwa skripsi yang berjudul Analysis of the Students’ Ability in Using the Simple Past Tense (A Descriptive Study at the Second Grade Student of SMP Negeri 3 South Tangerang) adalah benar hasil karya sendiri dibawah bimbingan dosen:

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Jakarta, 19 Desember 2013

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ABSTRACT

MAISAROH, SITI. 2013. Analysis of the Students’ Ability in Using the Simple Past Tense at the Second Grade of SMP Negeri 3 South Tangerang, Skripsi, Departement of English Education, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor : Dr. Alek, M.Pd

Key Word: analysis, ability, the simple past tense

This research is purposed to know students’ ability and the level of their ability of the second grade in using simple past tense. The focus of this study is on the students’ ability in using the simple past tense. The respondent of the study is 46 of the second grade students of SMP Negeri 3 South Tangerang. An analysis of the test is to know what extent was the students’ ability level in using the simple past tense and did the students’ ability in using the simple past tense. The method of this study used qualitative with descriptive analysis. The result of the test was analyzed to know the students’ ability in using the simple past tense. The finding of this research shows that the average score in the form of the simple past tense is 52.09% and the average score in making sentences of the simple past tense is 29.57%. It means 47.91% of students did not understand about the form of simple past tense and the 70.43% of students are still get difficulties in using the simple past tense especially in making sentences. In addition, the result of test shows that the students’ ability in using the simple past tense is on low level.
ABSTRAK

MAISAROH, SITI, 2013, Analysis of the Students’ Ability in Using the Simple Past Tense at the Second Grade of SMP Negeri 3 South Tangerang, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negri Syarif Hidayatullah, Jakarta.

Pembimbing: Dr. Alek. M.Pd

Kata Kunci: analisis, kemampuan, the simple past tense

Penelitian ini bertujuan mengetahui kemampuan dan tingkat kemampuan siswa kelas 2 SMP menggunakan kalimat the simple past tense. Penelitian ini berfokuskan pada kemampuan siswa dalam menggunakan kalimat the simple past tense. Responden penelitian ini berjumlah 46 siswa dari kelas 2 SMP Negeri 3 Tangerang Selatan. Analisis hasil tes untuk mengetahui berapakah tingkat kemampuan siswa dalam menggunakan kalimat the simple past tense dan apakah siswa mampu dalam menggunakan kalimat the simple past tense. Metode yang digunakan dalam penelitian ini adalah metode kualitatif dengan analisis deskriptif. Hasil penelitian menunjukkan bahwa nilai rata-rata pada tes bentuk dari kalimat the simple past tense adalah 52.09% dan nilai rata-rata dalam membuat kalimat the simple past tense adalah 29.57%, ini berarti bahwa 47.91% siswa tidak mengerti tentang bentuk kalimat the simple past tense dan 70.43% siswa masih merasa kesulitan dalam menggunakan kalimat the simple past tense khususnya dalam membuat kalimat. Berdasarkan hasil tersebut, dapat disimpulkan bahwa siswa memiliki kemampuan yang sangat rendah dalam menggunakan kalimat the simple past tense.

S.M
ACKNOWLEDGMENT

In the name of Allah, the beneficent, the merciful

All praise be to Allah The Lord of the universe, who gives the writer guidance and strength to accomplish this “Skripsi”. Peace and salutation be upon the Prophet Muhammad, his family, his companion, and his faithful followers.

The writer is absolutely conscious that she could not finish this study without helping of others, both financial and spiritual. Therefore, she would like to express her greatest love and honor to her beloved parents, Suwarno and Sulikah for their endless love, prayers, motivation and moral encouragement to finish her study. She also thanks to her little sister and little brother, Yuli Isnartatik and Agus Salim.

She also does not forget to say her great thanks and gratitude to Dr. Alek, M.Pd as her advisor for his help, guidance, and kindness in the accomplishment this “Skripsi”.

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2. Drs. Syauki, M.Pd., the Head of English Department and Zaharil Anasy, M.Hum, the Secretary of English Department.
3. Maryono, S.E., M.M.Pd., the Head of SMP Negeri 3 South Tangerang for his permission to observe the school.
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5. Didik Wira Saputra, her beloved husband to be for his appreciation, motivation, player, assistance and support to finish this “Skripsi”.
6. All her friends in English Education Department of academic year 2007.
7. To other people whose names cannot be mentioned one by one for their contribution to the writer in finishing the skripsi.
May Allah, the Almighty bless them all.

She realizes that this “Skripsi” still has many mistakes; therefore the writer would like to accept suggestions for valuable improvement to make it better.

Jakarta, Desember 19, 2013

S.M
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CHAPTER I
INTRODUCTION

A. Background of the Study

Bowers and Brumfit says that “grammar is a language”.¹ It means if students learn a language, they will also learn the grammar of the language. Thus, learning grammar becomes an inseparable part of language and becomes an important aspect if the students want to speak and write English well. This is because learning grammar involves not only the rules but also learning how to manipulate the devices that English speakers use to convey certain ideas.

In addition grammar is important, especially when the learners communicate with others. Moreover, by mastering English grammar, the learner will know how to transfer and receive a message either in written or spoken language without misunderstanding. When English learners hear the word about grammar, they directly relate it to the study of tenses. The reason is because tenses are the basic of grammatical study in English.

Many Indonesian students still find some difficulties in learning tenses as she know that Indonesia language has not a grammatical form like tenses. She don’t have to change the verb form to reflect the time of an event. But, in English almost all verbs can show the different between the present and past by a change in the verb form.

English is the only foreign language which is included into National Examination standard from Junior High School up to Senior High School. Although the simple past tense is one of tenses which students learn in the school but it sometimes makes students confused and many of them make mistakes in several exercises. Students’ difficult are in learning, remembering, and applying the formula in the sentence. In solving these problems, the English teachers have

to work hard to solve the problem; they should increase students’ ability in using simple past tense.

According to Marcel Danesi in *Grammar for English Language Teachers* stated that, “Learners often have difficulty mastering the forms of the past simple. In particular, they often need opportunities to study and practise; (1) question and negative forms, (2) irregular past tense forms (3) the spelling of regular past tense forms.”

Based on the reasons stated above, she intends to analyze the student’s ability in learning the simple past tense. So, she would like to discuss it in her ‘skripsi’ under the title “Analysis of the Students’ Ability in Using the Simple Past Tense” (*A Descriptive Study at the Second Grade Students of SMP Negeri 3 South Tangerang*).

**B. Focus of the Study**

The focus of this study is on the students’ ability in using the simple past tense, where the object of this research is the Second Grade Students of SMP Negeri 3 South Tangerang.

**C. Research Question**

To avoid a wide analysis, she makes two research questions. Here are:

1. To what extent was the students’ ability level in using the simple past tense?
2. How did the students’ ability in using the simple past tense?

**D. The Objective of the Study**

The objective of this research is to know ability in using the simple past tense by the students at SMP Negeri 3 South Tangerang. she expects that this research will be useful to English teachers in teaching the simple past tense and the second grade students of junior high school to minimize their error in using the simple past tense.

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E. The Significance of the Study

According to the explanation above, this research has two significance, namely theoretically and practically. For more clear of this significance will be explained below:

Theoretically significance:

- This research can be useful for the teachers to know the students’ ability in using the simple past tense.

Practically significance:

- This research hopefully can be a good reference for the English teachers to increase students’ ability and students’ motivation in using the simple past tense.

F. The Organization of the Research

To give more explanation about this “skripsi” she divides it into five chapters.

Chapter one is Introduction. In this chapter she describes background of the study, focus of the study, research question, objective of study, significance of the study, and organization of the research.

Chapter Two explains the Theoretical Framework. In this chapter she divides it into two items. The first item she describes about the simple past tense which explains about definition of the simple past tense, form of the simple past tense, the spelling rule of the simple past tense, pronunciation helps, the function of the simple past tense, and usage of the simple past tense. The last item she describes about analysis which explains about definition of analysis, function of analysis, and characteristic of analysis.

Chapter Three explains about Research Methodology. In this chapter she describes research setting, method of the study, subject of the study, data and data research, instrument, procedure of data collecting, and technique of data analysis.
Chapter Four explains about Finding and Interpretation. In this chapter she divides it into two items. The first item she describe about finding which explain about data description, data analysis and summary of finding. The second item she describe about interpretation. Chapter five is about Conclusion and Suggestion.
A. The Simple Past Tense

1. Definition of the Simple Past Tense

According to Marcel Danesi in *Basic American Grammar and Usage* stated that, “The simple past tense also known as the preterit, allows you to refer to actions that occurred in the past without reference to the present”.¹

In addition Martin Parrot stated his idea about definition of the simple past tense is one of the tenses which use to refer to completed events, states, action, consider that the event, state or action took place within a finished period of time.²

Meanwhile, Michael A. Pyle and Mary Ellen Munoz said, “The simple past tense is used for completed action that happened at one specific time in the past”.³ Beside that Jean Praninskas said, “The simple past tense is expresses a one time completed past event”.⁴

Furthermore, Betty Schrampfer Azar gives explanation that, “The simple past tense indicates that an activity or situation began and ended at a particular time in the past.”⁵ According to her, the time indications are yesterday, last night, two day ago, in 1999 etc.

Whereas, James R. Hurford said, “The simple past tense of a verb is a form typically indicating that the event or state of affairs expresses by the verb took

---

place or exited before the presents, the present here is whenever the speakers or writer is actually speaking or writing.\(^6\)

Finally, it can be concluded that the simple past tense tells about expressions of past time when an action was completed without indicating any connecting with the present. In telling story and describing what happened in the past can use simple past tense.

2. **Form of Simple the Past Tense**

Milda Broukal and Ingrid Wisniewska in *Grammar Form and Function* explain about form of the simple past as follows;

a. Affirmative statements in the simple past tense with a subject + the past form of a verb. We form negative statements with a subject + *did not* + a base verb.

Example:

I enjoyed the movie last night (*Affirmative statement*)
I liked the story, but I didn’t like the photography (*Negative statement*).

*Exception: The negative of be is the past form of be + not.*

I was not/wasn’t happy with the ending
We were not/weren’t disappointed

b. Yes/no questions with *did* + subject + base form. In short answers, we use a pronoun subject + *did* or *didn’t*.

A : Did you hear the concert last night?
B : Yes, I did / No, I didn’t.\(^7\)

Based on the classification and formulation which is given by Milda Broukal and Ingrid Wisniewska, she formulates form of the simple past tense into three types, they are affirmative, negative and interrogative.


a. Affirmative or Positive

All regular verbs take an –ed ending in the past tense. This form is used for all subjects, both singular and plural.

1) The verb other than be: $S + V2 + \text{Complement}$

Note: $S = \text{Subject}$ $V2 = \text{Verb 2 or Past Verb}$

Example:
- He bought a car.
- Ron and Fred watched movie last week
- Your cat ate fish

2) The verb of be: $S + \text{was/were} + \text{Complement}$

Example:
- She was hungry.
- He was sick yesterday
- They were here last night

Some auxiliaries verb are used in the simple past tense consist of two kinds:

1) Was, were

   The use of was is used for the pronouns $I$, $he$, $she$, $it$, $this$ and $that$. However, the be of were is used for pronoun such as: $you$, $we$, $they$, $these$ and $those$. So the use of was is only used for the singular noun and the uses of were is only for the plural noun.

2) Did

   $Did$ are not only used as part of the sentence structure for questions but also part of the sentence structure for negative statement. It is followed by verb 1 (V1). The use of did is used for all pronouns. It means used for singular noun and plural noun.

b. Negative

For negative part tense verbs, use did not before the simple form of the main verb. The contraction for did not is didn’t, the contraction for was not is wasn’t and the contraction for were not is weren’t.
1) The verb other than be:

Example:
- He didn’t buy a car.
- Ron and Fred didn’t watch movie last week.
- Your cat didn’t eat fish.

2) The verb of be:

Example:
- She wasn’t hungry.
- He wasn’t sick yesterday
- They weren’t here last night

c. Interrogative

1) Yes/no questions

When forming a question, one must place the auxiliary or the verb be before the subject of the sentence. There is no final –ed ending in the question form.

a) The positive form of verb other than be: 

Example:
- Did he buy a car?
- Did Ron and Fred watch movie last week?
- Did your cat eat fish?

b) The negative form of verb other than be:

Example:
- Didn’t he buy a car?
- Didn’t Ron and Fred watch movie last week?
- Didn’t your cat eat fish?

c) The positive form of be:

Example:
- Was/were + S + Complement
Example:

- Was she hungry?
- Was he sick yesterday?
- Were they here last night?

d) The negative form of be: \( \text{Wasn’t/ weren’t} + \text{S} + \text{Complement} \)

Example:

- Wasn’t she hungry?
- Wasn’t he sick yesterday?
- Weren’t they here last night?

The simple past tense can use short answer or long answer to answer the questions as on the table;

<table>
<thead>
<tr>
<th>Question</th>
<th>Short Answer</th>
<th>Long Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Mary walk to the school yesterday?</td>
<td>Yes, she did</td>
<td>Yes, she walked to the school yesterday.</td>
</tr>
<tr>
<td></td>
<td>No, she didn’t</td>
<td>No, she didn’t go to the school yesterday.</td>
</tr>
<tr>
<td>Did you come to the class?</td>
<td>Yes, I did</td>
<td>Yes, I came to the class yesterday.</td>
</tr>
<tr>
<td></td>
<td>No, I didn’t</td>
<td>No, I didn’t come to the class yesterday.</td>
</tr>
</tbody>
</table>

2) **Information questions**

These are questions for which the answer is more than yes or no; there must be some information in the answer. There are three different rules in this part:
a) **Who** or **what** in subject questions: a subject question is one in which the **subject is unknown**. 

Who/what + Verb 2 + (complement) + (modifier)

Example:

Someone opened the door. (Who opened the door?)

Something happened last night. (What happened last night?)

Notes: It is not correct to say: **Who did open the door?**  
**What did happened last night?**

b) **Whom** and **what** in complement question: a complement question is one in which the **complement is unknown**.

Whom/what + did+ subject + verb 1 + (modifier)

Example:

- Ahmad knew someone from Venezuela. **Whom did Ahmad know from Venezuela?**
- George bought something at the store. **What did George buy at the store?**

c) **When**, **where**, **how**, and **why** question: these question are formed the same as complement questions.

When/where/how/why + did + subject + verb 1 + (complement)

Example:

- When did John move to Jacksonville?
- Where did Mohammad live?
- How did Maria get to school today?
- Why did George leave so early?  

Based on the classification and formulation which is given by Michael A. Pyle and Mary Ellen Muzon, she formulates the form of information question or question words in simple past tense into two types.

a) Don’t use “did” to ask about subject.

b) Do use “did” to ask other than subject.

---

8Pyle and Mary Ellen Munoz, _op. cit._, pp. 77—78.
Many the simple past tense information questions use *did* before the subject: *why* can also have *did not* before the subject. Note that when *who* or *what* is the subject of the sentence, the main verb is in the simple past tense and *did* is not used before the subject.

**Table 2.2**

The Example of Information Question

<table>
<thead>
<tr>
<th>Examples</th>
<th>Possible Answers</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who did you call?</td>
<td>I called my sister.</td>
<td>In information questions with <em>did</em> and <em>did not</em>, the main verb is in the simple form. There is no <em>–ed</em> ending.</td>
</tr>
<tr>
<td>What did you do yesterday?</td>
<td>I cleaned my house.</td>
<td></td>
</tr>
<tr>
<td>Where did your relatives stay?</td>
<td>They stayed in the upstairs bedroom.</td>
<td></td>
</tr>
<tr>
<td>When did your relative visit?</td>
<td>They visited last month.</td>
<td></td>
</tr>
<tr>
<td>How did she find her apartment?</td>
<td>She looked in the paper.</td>
<td></td>
</tr>
<tr>
<td>Why did you cook last night?</td>
<td>I wanted to.</td>
<td></td>
</tr>
<tr>
<td>Why did not you order in pizza?</td>
<td>I wanted a home-cooked meal.</td>
<td></td>
</tr>
<tr>
<td>What happened last night?</td>
<td>We rented a video.</td>
<td>When <em>who</em> or <em>what</em> is the subject, the main verb is in the simple past tense and <em>did</em> is not used before the subject.</td>
</tr>
<tr>
<td>Who argued a lot?</td>
<td>My sister and I argued a lot.</td>
<td></td>
</tr>
</tbody>
</table>

The different formula between verb other than be and verb be in information question as follows:

a) Verb other than be in information question
To make information questions with regular verb or irregular verb, we often use question words like who, what, when, why, and how.

<table>
<thead>
<tr>
<th>Question Word</th>
<th>did</th>
<th>Subject</th>
<th>Infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>did</td>
<td>They</td>
<td>study art?</td>
</tr>
<tr>
<td>When</td>
<td>did</td>
<td>He</td>
<td>come to your house?</td>
</tr>
<tr>
<td>Who</td>
<td>did</td>
<td>Walt Disney</td>
<td>produce his film with?</td>
</tr>
<tr>
<td>What kinds of fruits</td>
<td>did</td>
<td>your mother</td>
<td>buy in the market yesterday?</td>
</tr>
<tr>
<td>Why</td>
<td>did</td>
<td>the baby</td>
<td>cry last night?</td>
</tr>
<tr>
<td>How many books</td>
<td>did</td>
<td>You</td>
<td>produce?</td>
</tr>
</tbody>
</table>

Note: be careful with who, when you ask for subject. For example: Who created Mickey Mouse? NOT who did create Mickey Mouse?

b) Verb be in information question

To make information questions of verb be, we often use question words like who, when, where, and how.

<table>
<thead>
<tr>
<th>Question Word</th>
<th>was/were</th>
<th>Subject</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>Were</td>
<td>You</td>
<td>born?</td>
</tr>
<tr>
<td>When</td>
<td>Was</td>
<td>your mother</td>
<td>sick?</td>
</tr>
<tr>
<td>Who</td>
<td>Was</td>
<td></td>
<td>happy last night?</td>
</tr>
<tr>
<td>Why</td>
<td>Were</td>
<td>They</td>
<td>late yesterday?</td>
</tr>
<tr>
<td>How</td>
<td>Was</td>
<td>your father</td>
<td>ill?</td>
</tr>
</tbody>
</table>
3) **The Spelling Rule of Simple Past Tense**

a. **The Regular Past Tense Forms**

Regular past tense forms end in *ed*. They are made from the simple forms in the following ways:

<table>
<thead>
<tr>
<th>Rules</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the simple form of a verb ends in <em>e</em>, only <em>d</em> is added.</td>
<td>change, changed; dance, danced</td>
</tr>
<tr>
<td>When a one-syllable verb ends in a single consonant (excepting <em>c, w, x, or y</em>) proceeded by a single vowel, the final consonant is doubled and <em>ed</em> is added.</td>
<td>plan, planned; shop, shopped; stop, stopped</td>
</tr>
<tr>
<td><em>c</em>-ending verbs add <em>k</em> before the suffix.</td>
<td>picnic, picnicked; panic, panicked</td>
</tr>
<tr>
<td>When a verb of more than one syllable ends in a single consonant preceded by a single vowel, the final consonant is doubled when the final syllable is stressed.</td>
<td>omit, omitted; occur, occurred; visit, visited; listen, listened</td>
</tr>
<tr>
<td>The final consonant is not doubled when the final syllable is unstressed.*</td>
<td></td>
</tr>
<tr>
<td>When the simple form of a verb ends in <em>y</em> preceded by a consonant, the <em>y</em> is changed to <em>i</em> and <em>ed</em> is added.</td>
<td>try, tried; hurry, hurried; study, studied</td>
</tr>
<tr>
<td>All other regular past tense verbs are formed by adding <em>ed</em> to a simple form.</td>
<td>look, looked; talk, talked; stay, stayed</td>
</tr>
</tbody>
</table>

*In British English, *l* in this position is doubled: *trável-travelled.*

In addition Tim Falla and Paul A Davies, stated his idea about some spelling rules of regular verb. Those are as following:

---

9 Praninskas, *loc. cit.*
The simple past (affirmative) form of regular verbs by adding \(-ed\) to the verb.

\[ + \text{-ed} \quad \text{work} \Rightarrow \text{worked} \quad \text{play} \Rightarrow \text{played} \]

If the verb ends in \(-e\), we add \(-d\).

\[ + \text{-d} \quad \text{dance} \Rightarrow \text{danced} \quad \text{smoke} \Rightarrow \text{smoked} \]

If the verb ends in a consonant + \(-y\), we change \(-y\) to \(-i\) and add \(-ed\).

\[ -y \Rightarrow \text{-ied} \quad \text{study} \Rightarrow \text{studied} \quad \text{cry} \Rightarrow \text{cried} \]

If the verb ends in a short accented vowel + a consonant, we double the consonant.

\[ -p \Rightarrow \text{-pped} \quad \text{drop} \Rightarrow \text{dropped} \]
\[ -n \Rightarrow \text{-nned} \quad \text{plan} \Rightarrow \text{planned} \]
\[ -t \Rightarrow \text{-tted} \quad \text{regret} \Rightarrow \text{regretted}\]

The rules about doubling the final consonant when adding \(-ing\) apply also when adding \(-ed\):

\[ \text{Admit} \Rightarrow \text{admitted} \quad \text{stop} \Rightarrow \text{stopped} \quad \text{travel} \Rightarrow \text{travelled} \]

verbs ending in \(-y\) following a consonant change the \(-y\) into \(-i\) before ending \(-ed\):  
\[ \text{carry} \Rightarrow \text{carried} \quad \text{try} \Rightarrow \text{tried} \]

but \(-y\) following a vowel does not change: \(\text{obey} \Rightarrow \text{obeyed}\).\(^{11}\)

Taken from Fundamental of English Grammar 3\(^{rd}\) by Betty Schrampfer Azar, the table below illustrates the spelling of \(-ed\) verb:

Table 2.6  
The Spelling of \(-ed\) Verb

<table>
<thead>
<tr>
<th>End of verb</th>
<th>Double the consonant</th>
<th>Simple form</th>
<th>-ED</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-e</td>
<td>No</td>
<td>Smile</td>
<td>Smiled</td>
<td>-ed form : just add -d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hope</td>
<td>Hoped</td>
<td></td>
</tr>
<tr>
<td>Two consonants</td>
<td>No</td>
<td>Help</td>
<td>Helped</td>
<td>If the verb ends in two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn</td>
<td>Learned</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Two vowels + one consonant</th>
<th>No</th>
<th>Rain</th>
<th>Rained</th>
<th>If the verb ends in two vowels + a consonant, just add -ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>One vowel + one consonant</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stop</td>
<td>Stopped</td>
<td>If the verb has one syllable and ends in one vowel + one consonant, double the consonant to make the –ed form*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan</td>
<td>Planned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit</td>
<td>Visited</td>
<td>If the first syllable of a two syllable verb is stressed, do not double the consonant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer</td>
<td>Offered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Prefer</td>
<td>Preferred</td>
<td>If the second syllable of a 2 syllable verb is stressed, double the consonant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Admit</td>
<td>Admitted</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play</td>
<td>Played</td>
<td>If the verb ends in a vowel + -y consonant, keep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enjoy</td>
<td>Enjoyed</td>
<td></td>
</tr>
<tr>
<td>Verb Endings</td>
<td>Examples</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-y</td>
<td>Worry to Worried, Study to Studied</td>
<td>If the verb ends in a consonant + -y, change the -y to -i to make the -ed form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ie</td>
<td>Die to Died, Tie to Tied</td>
<td>-ed form: just add -d</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Exception: Do not double x (fix + -ed = fixed). Do not double w (snow + -ed = snowed) For two-syllable verb that end in a vowel and a consonant (e.g. visit, open) \(^{12}\)

Meanwhile, McGraw-Hill stated his idea about some spelling roles of regular verbs.

1) If the simple form of a verb ends in -y after a consonant, change the -y to -i and add -ed. Examples: try/tried, carried/cried, dry/dried.

2) If the simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant and add -ed. Examples: plan/planned, stop/stopped.

3) If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed. Examples: permit/permitted, prefer/preferred, occur/occurred.

4) If the simple form of a verb ends in -e, add only -d. Examples: tie/tied, change/changed, live/lived.

5) Add -ed to simple form of all other regular verbs. Example: want/wanted, ask/asked, belong/belonged. \(^{13}\)

\(^{12}\)Azar, op. cit., p.29.
b. Irregular Past Tense Forms

Irregular past tense forms must be memorized because they are not related to simple forms in any predictable way. There are approximately 150 of them in all, and many are among the most frequently used word in the language. Many irregular past forms differ from the simple forms in their internal vowel sounds only and also differ in their final consonant sounds. They are presented here in groups meant to facilitate memorization.

- Verbs with no special past tense forms. The simple forms are used to express both present and past events.
  bet, bid, cost, cut, hit, hurt, let, put, quit, set, shed, slit, split, spread, wet.

- Final consonant change only. The past forms end in t.

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>bent</td>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>spend</td>
<td>spent</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Vowel and consonant changes. All the following past forms rhyme though the spelling differ. Note which two are spelled with [ɔː].

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
<td>fight</td>
<td>fought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>teach</td>
<td>taught</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>think</td>
<td>thought</td>
</tr>
</tbody>
</table>

- Vowel change [i] to [ɛ].

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bleed</td>
<td>bled</td>
<td>kneel</td>
<td>knelt</td>
</tr>
<tr>
<td>breed</td>
<td>bred</td>
<td>lead</td>
<td>led</td>
</tr>
<tr>
<td>creep</td>
<td>crept</td>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>deal</td>
<td>dealt</td>
<td>mean</td>
<td>meant</td>
</tr>
<tr>
<td>dream</td>
<td>dreamt</td>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>read</td>
<td>read*</td>
</tr>
</tbody>
</table>

feel   fell    sleep    slept  
flee  fled   sweep    swept  
keep  kept    weep    wept  

*Note that the spelling is the same as for the simple past form but the pronunciation is different.

➢ Vowel change [I] to [Λ].

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>dig</td>
<td>dug</td>
<td>string</td>
<td>strung</td>
</tr>
<tr>
<td>slink</td>
<td>slunk</td>
<td>swing</td>
<td>swung</td>
</tr>
<tr>
<td>spin</td>
<td>spun</td>
<td>win</td>
<td>won</td>
</tr>
<tr>
<td>stick</td>
<td>stuck</td>
<td>wring</td>
<td>wrung</td>
</tr>
<tr>
<td>sting</td>
<td>stung</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

➢ Vowel change [ai] to [au].

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bind</td>
<td>bound</td>
<td>grind</td>
<td>ground</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>wind</td>
<td>wound</td>
</tr>
</tbody>
</table>

➢ Miscellaneous vowel changes.

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>came</td>
<td>shine</td>
<td>shone*</td>
</tr>
<tr>
<td>hang</td>
<td>hung*</td>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
<td>shoe</td>
<td>shod</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
<td>shoot</td>
<td>shot</td>
</tr>
<tr>
<td>light</td>
<td>lit*</td>
<td>sit</td>
<td>sat*</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>slide</td>
<td>slid</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>strike</td>
<td>struck</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>tell</td>
<td>told</td>
</tr>
<tr>
<td>say</td>
<td>said</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*When hang means to put to death by hanging, the past form is hanged.

*Light also has a regular past form lighted. Both forms are used. Lit is the older form.
This verb is irregular only when it means to send off light, as in *the sun shines*. When it means to polish, as in *John shines his shoes every day*, the past form is regular.

- Do not confuse *sit* with *set*. *Sit* means to take a seat. *Set* means to place an object somewhere.

- Other irregular past forms.

<table>
<thead>
<tr>
<th>Simple</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay</td>
<td>laid</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
</tbody>
</table>

3. Pronunciation Helps

The *-*ed forms of regular verbs have three pronunciations. Here is a sample of regular verbs -ed ending and their pronunciations:

**Table 2.7**

Regular Verb: Pronunciation of -ed Endings

<table>
<thead>
<tr>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| talked  = talk /t/ | Final -ed is pronounced /t/ after voiceless sounds. Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.
| stopped = stop /t/ | You make a voiceless sound by pushing air through your mouth. No sound comes from your throat.
| hissed  = hiss /t/ | Examples of voiceless sounds: /k/, /p/, /s/, /ch/, /sh/.
| watched = watch /t/ |
| washed  = wash /t/ |
| called  = call /d/ | Final -ed is pronounced /d/ after voiced sounds. Examples of voiced sounds: /l/, /v/, /b/, and all vowel sounds.
| rained  = rain /d/ | You make a voiced sound from your throat. You voice box vibrates.
| lived   = live /d/ |
| robbed  = rob /d/ |
| stayed  = stay /d/ |
| waited  = wait /ad/ | Final -ed is pronounced /ad/ after “t” and “d”

needed = need /әd/ sounds. /әd/ adds a syllable to a word.\(^{15}\)

In addition Elaine kirn and Darcy Jack stated that, the \(-ed\) ending is pronounced three ways, according to the end of the verb:

a. /Іd/* after \(d\) and \(t\) endings
Example: existed, needed, wanted, traded

b. /t/ after the voiceless ending \(s\), \(k\), \(p\), \(f\), \(sh\), \(ch\), and \(x\)
Example: cooked, helped, washed, watched

c. /d/ after the voices endings \(b\), \(g\), \(I\), \(m\), \(n\), \(r\), \(v\), \(z\), and all vowels
Example: robbed, listened, lived\(^{16}\)

*explanation: Final \(-ed\) in US is pronounced /әd/ but in UK is pronounced /Іd/.

Whereas some of irregular verbs have silent letters, for example letter which are not pronounced. The main ones are the \(k\) before \(n\) (knee /ni:l/), the \(w\) before \(r\) (write /rait/), and the \(gh\) in light /lait/ and in past forms such as bought and taught. Irregular past forms are characterized by vowel changes.

4. The Function of Simple Past Tense

a. It is used for actions completed in the past at a definite time. It is therefore used:

1) For a past action when the time is given:
   \(I\) met \(h\)im \(y\)esterday. Pasteur died in \(1\)895.

2) Or when the time is asked about:
   \(W\)hen \(d\)id \(y\)ou \(m\)eet \(h\)im?

3) Or when the action clearly took place at a definite time even though this time is not mentioned:
   \(T\)he \(t\)rain \(w\)as ten \(m\)inutes \(l\)ate.
   \(H\)ow \(d\)id \(y\)ou \(g\)et your \(p\)resent \(j\)ob?
   \(I\) bought this \(c\)ar in \(M\)ontral.

\(^{15}\)Azar, op. cit., p. 28.

\(^{16}\)Kirn and Darcy Jack, op. cit., p. 108.
4) Sometimes the time becomes definite as a result of a question and answer in the present perfect:

*Where have you been? – I've been to the opera – Did you enjoy it?*

b. The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated. These may be expressed diagrammatically. TS here stand for time of speaking in the present.

1) \[ \begin{array}{c}
| \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots | \end{array} \text{TS} \]

2) \[ \begin{array}{c}
| \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots \cdots | \end{array} \text{TS} \]

Example of type (a):

*He worked in that bank for four years. (but he does not work there now)*

*She lived in Rome for a long time. (but she is not living there now)*

c. The simple past tense is also used for a past habit:

*He always carried an umbrella.*

*They never drank wine.\(^{17}\)*

In generally there are five explanations in way to use the simple past tense. Firstly is to use as completed action in the past. Usage of the simple past tense is to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mine. Example: I saw a movie yesterday.

Secondly is for a series of completed actions. she use the simple past tense to list a series of completed actions in the past. Those actions happened \(^{1}st\), \(^{2}nd\), \(^{3}rd\), \(^{4}th\), and so on. Example: I finished work, walked to the beach, and found a nice place to swim.

\(^{17}\)Thomson and A. V. Martinet, *op. cit.*, p. 162.
Thirdly is duration in the past. The simple past tense can be used with a duration which starts and stops in the past. The duration is a longer action after indicated by expressions such as: for two years, for five minutes, all day or all year. Example they did not stay at the party the entire time.

Fourthly is as habits in the past. The simple past tense can also be used to describe a habit which stopped in the past. It can have the same meaning as “used to” to make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc. example: did you play a musical instrument when you were a kid?

The last is a past facts or generalizations. The simple past tense can also be used to describe past fact or generalizations which are no longer true. As in the previous explanation this use of the simple past tense is quite similar to the expression “used to”. Example: she was shy as a child, but no she is very outgoing.

5. Usage of Simple Past Tense

According to Milda Broukal and Ingrid Wisniewska said that, there are three main uses of the simple past:

a. To describe an action that happened at a definite time in the past. Example: Edmund Hillary and Tenzing Norgay climbed Mount Everest (in 1953).
b. To talk about actions that happened in a sequence in the past. Example: I came home, picked up my mail and left.
c. With time expression such as yesterday, last night / week / month / years, four days / weeks, years ago, and in 2010. Example: I saw a great movie last night.18

In addition, Tim Falla and Paul A Davies stated their idea that there are two main uses of simple past tense:

a. For a completed action or event at a definite point in the past.
   Example: We played volleyball last Saturday.
b. For actions or events that happened one after another.

18Broukal and Ingrid Wisniewska, op. cit., p. 30.
Example: Joanna got up, had a shower, got dressed and left the house.

Meanwhile, Wishon and Burks there are some usage of simple past tense as follows:

a. It is used to report a state or activity which can be ascribed to a definite past time. Example:
   - The airplane arrived at noon
   - She finished her university studies at the age of twenty.
   - I received some visitors and cleaned my desk.

b. It is used for activities that occurred over period of time in the past, but are now finished, or that occurred at intervals in the past, but don’t occur now. Example:
   - Before the war, I worked for insurance company.
   - Last week, I worked until midnight every night.
   - I lived there for five years before 1950.

c. It used to describe customary or habitual action in the past. The past tenses of the verb use combines with to or form an auxiliary. Example:
   - I used to be a boy scout.
   - I used to get up at 05.00 every morning.

d. The past form of do as an auxiliary is used with simple form of the verb to express emphasis. Example:
   - I did study for the examination.
   - No matter what Lisa said, she did finish the work.\(^\text{19}\)

Furthermore, Mark Foley and Diane Hall stated their idea that there are four uses of simple past tense, as follow:

a. The past simple is used to describe single completed actions in the past. Example: Holland was occupied by the Germans in 1940.

b. The past simple is used for actions which happened at the same time and also for repeated at the same time.
Example: - when we got to the junction I took the left turn while Mickey took the right. (two actions at the same time).
- My brother applied for a visa six times before he got one. (repeated action).
c. The past simple is used for sequences of actions. Sometimes the actions follow immediately after each other, or one action causes a result.
Example: Silverman ran to the car, jumped in and raced off into the night. (sequence of actions).
d. The past simple is used describe state in the past.
Example: We lived just outside oxford in the nineties, but we didn’t have a car.\(^\text{20}\)

Another explanation stated by Marcella Frank in *Modern English a Practical Reference Guide* “The past tense indicates definite time terminating in the past, whether a time word is given or not.” The past tense may refer to:

a. One event completed in the past.
    Example:
    * I saw him last night.
    * They left two hours ago.

b. Repeated events completed in the past and no longer happening.
    Example:
    * Last year it rained frequently in this area.
    * When I saw young, I went swimming every day.

c. Duration of an event completed in the past.
    Example:
    * He lived in New York for thirty years and then he decided to return to French.
    * In Columbus’ day, people believed that earth was flat.\(^\text{21}\)

\(^{20}\)Foley and Diane Hall, *loc. cit.*

From various explanations above, the writer concludes that there are several uses of the simple past tense, they are: to describe single completed actions, to show repeated events completed in the past and no longer happening, and to talk about actions that happened in a sequence in the past.

B. Analysis

1. Definition of Analysis

   There are several descriptions about item analysis. According to Anthony J. Nitko, ‘item analysis refers to the process of collecting, summarizing, and using information about individual test items, especially information about pupil’s response to item.”\(^\text{22}\)

   While J. Stanley Ahmann and Marvin D. Glock, in his book, say that: “item analysis is reexamining each test item to discover its strength and flaws.”\(^\text{23}\)

   Kathleen M. Bailey stated, “If you are going to develop a multiple choice (or other discrete point) test, there are some procedures you must be familiar with to be sure your test is work well and providing you with the impormation you need. These prosedures are known collectively as item analysis.”\(^\text{24}\)

   Base on explanation above, the writer conclude that the analysis is a Systematic procedure by which the teacher can get some information about the quality of the test item.

2. The Function of Analysis

   The following are among the function of item analysis: determining whether an item functions as teacher intends, feedback to the students about their performance and basis for class discussion, feedback to the teacher about pupil

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difficulties, are for curriculum improvement, revising the item and improving item writing skill.\textsuperscript{25}

a. Determining whether an item functions as teacher intends.
   The item will be functioned properly if the test item tested is able to distinguish those who master the learning objectives from those who do not. To differentiate between them, the test should have certain level of difficulty, discriminating power and effectiveness of distracters. Therefore the item analysis should be done.

b. Feedback to students’ performance and as a basic for class discussion.
   After knowing the students’ respond to the item, the students’ performance can be known and the students’ error can be corrected and the test item that are felt difficult for most of them can be discussed in their class.

c. Feedback to teacher about pupil difficulties.
   The result of test item analysis will be useful for the teacher to know the major types of pupil difficulties. So they know the study material needs additional instruction.

d. Area for curriculum development.
   By item analysis, it can be known what kind of items which are left difficult by students. If certain kinds of item are repeatedly difficult for students or certain error occur often, may be the item is not compatible to be taught in a school program. So, curriculum may be needed to be revised.

e. Revising the items.
   The information gained from item analysis can be used to know which one the test items have to be revised and which ones that are regarded as good test items so that they can be used for future evaluation.

f. Improving item writing skills.
   After the teachers know what kinds of test item have to discarded, they will try to make new test items and it will improve their ability to write test items.

Finally, the writer concludes that analysis is very important especially for students because it can provides useful information for class discussion of the test,

\textsuperscript{25}Nitko, \textit{loc. cit.}
it provides data for helping the students improve their learning, and than provides skills which lead to the preparation of better test on the future.

3. **The Characteristic of Analysis**

There are three characteristics usually considered in the field of item analysis: they are level of difficulty, discriminating power and effectiveness of distracter.

a. **The Difficulty Level of the Item**

The first area in item analysis is level of difficulty which concerns on how easy or how difficult item is. In addition Suharsimi Arikuto said that “Soal yang baik adalah soal yang tidak terlalu mudah atau tidak terlalu sukar. Soal yang terlalu mudah tidak merangsang siswa untuk mempertinggi usaha siswa untuk memecahkanannya, sebaliknya, soal yang terlalu sukar akan menyebabkan siswa menjadi putus asa dan tidak mempunyai semangat untuk mencoba lagi karena di luar jangkauannya”.26 (“A good test is a test item which is not included into too easy or too difficulty test item. A too easy test item will not encourage students to empower their achievement in solving it. Instead, a too hard test item will make students feel frustrated and will not have encouragement to try again because they feel that test is out of their ability”).

By analyzing the student’s response to the items, the level of difficulty of each item can be known and the information will be helpful for teacher in identifying concepts to teach the study material and giving the students feedback about their learning.

b. **The discriminating power of the item**

If the test items are given to the students who have studied well, the score will be high and if they are given to those who have not, the score will be low. On the contrary, if the test items yield the same score when they are given to the two groups, or even to upper group yield the low score and to the lower group yield the high score, so they are not good test items.

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The test that have not discriminating power will not yield the proper description of the student’s ability, as stated by Nana Sudjana in his book: 

"...Tes yang tidak memiliki daya pembeda tidak akan menghasilkan gambaran yang sesuai dengan kemampuan siswa yang sebenarnya."\(^{27}\) (‘‘...The tests that do not have discriminating power will not yield the proper description of the students’ ability’’).

Furthermore, Kathleen M. Bailey gives explanation that, “item discrimination provide a more detailed analysis of the test items that does item difficultly, because it shows how the top scorers and lower scores performed on each item. The way to determine the discriminating power of the test is by comparing the number of students in upper and lower group who answer the item correctly. Discriminating power allows us to investigate the item whit low difficulty level is actually, or if other factors might be contributing to the low rate correct response for that item. In other word item discrimination is to discriminate between better and worse performance.

c. The effectiveness of distracter

A teacher analyze effectiveness of distracter is important in order to improve a multiple choice test to see how each item distracter is functioning. The opinion above is supported by Bailley, on her book; \textit{Learning about Language assessment}, “the function of the distracters is to sort out those test-takers who know the correct answer from those who don’t know it”.\(^{28}\) One important aspect affecting the difficulty of multiple choice test items is the quality of distracter. Some distracters in fact, might not be distracting at all.


CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting
- Setting of Time
  She did on September 21st, 2012. Before giving a test, firstly on September 13 she went to the school to ask a permission to make a research in the second grade of the school as material in the study. On Friday 21 of September 2012, the principle of school and the teacher of the class gave a time to take a test in the class as object.

- Setting of Place
  She carried out the research at second grade students of SMP Negeri 3 South Tangerang, which is located on Jl. Ir. H. Juanda Ciputat South Tangerang.

B. Method of the Study
  The method of this study uses qualitative with descriptive analysis. The result of the test was analyzed to know the students’ ability in using the simple past tense.

C. The Subject of the Study
  The subject of the study is 46 of the second grade students of SMP Negeri 3 South Tangerang.

D. Data and Data Research
- Data
  This research was employed by her with test as instrument to collect the data. The test is about the form of the simple past tense and making sentences of the simple past tense. The test consists of multiple choices and essay.
- **Data Research**

The data research of this study is carried out at second grade of SMP Negeri 3 South Tangerang and the students engaged in this research are students of class VIII.8.

**E. Instrument**

To get the data of this research, she gave a test to the second year students of SMP Negeri 3 South Tangerang. This test was focused on the simple past tense. There were two parts of test given to the students to take students’ score in the simple past tense. The first part is multiple choices consist of 25 items, the second part is essay consist of 10 items and each material of the simple past tense is put in random.

**F. Procedure of Data Collecting**

In doing the data of this study was used test, namely multiple choice and essay which were given in the same time on the date 21 of September 2012.

**G. Technique of Data Analysis**

She used the descriptive analysis technique (percentage) to analyze the data. The data is taken from the documentation those are going to be analyzed based on the answers to the test. She analyzed the students’ answers and counted them by using percentage.

The formula of percentage:

\[
P = \frac{F}{N} \times 100\%
\]

- \(P\) = Percentage
- \(F\) = Frequency of correct or incorrect answer
- \(N\) = Number of sample which is observed

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After having the frequency and percentage of error for each question, she then found the average mark by using formula:

\[ P = \frac{F}{N \times n} \times 100\% \]

\( P = \) Percentage
\( F = \) Frequency of correct or incorrect answer
\( N = \) Number of students
\( n = \) Number of item test

After getting the average score, she compares the percentage with the criteria adopted from Arikunto’s opinion presented at table below:\textsuperscript{2}

<table>
<thead>
<tr>
<th>No</th>
<th>Range</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80%—100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>66%—79%</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>56%—65%</td>
<td>Sufficient</td>
</tr>
<tr>
<td>4.</td>
<td>40%—55%</td>
<td>Less good</td>
</tr>
<tr>
<td>5.</td>
<td>&lt;30%—39%</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Base on the criteria of correct result percentage above, it can be divided into the high, middle, and low score:

The high score : 80%—100%
The middle score : 56%—79%
The low score   : <30%—55%

\textsuperscript{2}Suharsimi Arikunto, \textit{op. cit.}, p. 251.
CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Data Description

As stated in the preceding chapter, this research is focused on students’ ability in using the simple past tense by the second grade students of SMP Negeri 3 South Tangerang. To get the data she gives multiple choice tests and essay test.

The test consists of 35 items which is divided into two parts. The first part is multiple choices which consist of 25 items; 5 items for positive form of the simple past tense, 5 items for negative form of the simple past tense, 5 items for interrogative form of the simple past tense, 5 items for the simple past tense of verb be, and 5 items for information questions of the simple past tense. The last part is essays which consist of 10 items; 2 items for information questions (who, what), 3 items for irregular verb (know, drink, eat), 2 items for regular verb (study, cry), and 3 items for adjective (lazy, funny, talkative).

2. Data Analysis

From the data collected, she breaks down the correct and incorrect occurrence based on the two parts of the tests. The first part consists of five areas: positive, negative, interrogative, verb be and information question. The last part consists of four areas: information question, irregular verb, regular verb and adjective.

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26</td>
<td>22.41%</td>
<td>20</td>
<td>17.55%</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>22.41%</td>
<td>20</td>
<td>17.55%</td>
</tr>
</tbody>
</table>
Based on Table 4.2 above, it will be explained as follows:

a. The percentage of correct in item number 1 is 22.41%; 26 students from 46 samples made correct in this item, and the percentage of incorrect in item number 1 is 17.55%; 20 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 2 is 22.41%; 26 students from 46 samples made correct in this item, and the percentage of incorrect in item number 2 is 17.55%; 20 students from 46 samples made incorrect in this item.

c. The percentage of correct in item number 11 is 22.41%; 26 students from 46 samples made correct in this item, and the percentage of incorrect in item number 11 is 17.55%; 20 students from 46 samples made incorrect in this item.

d. The percentage of correct in item number 19 is 21.56%; 25 students from 46 samples made correct in this item, and the percentage of incorrect in item number 19 is 18.42%; 21 students from 46 samples made incorrect in this item.

e. The percentage of correct in item number 20 is 11.21%; 13 students from 46 samples made correct in this item, and the percentage of incorrect in item number 20 is 28.94%; 33 students from 46 samples made incorrect in this item.
Table 4.2
Frequency of Students’ Ability in Negative Form of Multiple Choice Items

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>8.33%</td>
<td>37</td>
<td>30.33%</td>
</tr>
<tr>
<td>14</td>
<td>21</td>
<td>19.44%</td>
<td>25</td>
<td>20.50%</td>
</tr>
<tr>
<td>17</td>
<td>30</td>
<td>27.78%</td>
<td>16</td>
<td>13.11%</td>
</tr>
<tr>
<td>18</td>
<td>25</td>
<td>23.15%</td>
<td>21</td>
<td>17.21%</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>21.30%</td>
<td>23</td>
<td>18.85%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
<td><strong>100%</strong></td>
<td><strong>122</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Based on Table 4.3 above, it will be explained as follows:

a. The percentage of correct in item number 8 is 8.33%; 9 students from 46 samples made correct in this item, and the percentage of incorrect in item number 8 is 30.33%; 37 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 14 is 19.44%; 21 students from 46 samples made correct in this item, and the percentage of incorrect in item number 14 is 20.50%; 25 students from 46 samples made incorrect in this item.

c. The percentage of correct in item number 17 is 27.78%; 30 students from 46 samples made correct in this item, and the percentage of incorrect in item number 17 is 13.11%; 16 students from 46 samples made incorrect in this item.

d. The percentage of correct in item number 18 is 23.15%; 25 students from 46 samples made correct in this item, and the percentage of incorrect in item number 18 is 17.21%; 21 students from 46 samples made incorrect in this item.

e. The percentage of correct in item number 23 is 21.30%; 23 students from 46 samples made correct in this item, and the percentage of incorrect in item number 23 is 18.85%; 23 students from 46 samples made incorrect in this item.
number 23 is 18.85%; 23 students from 46 samples made incorrect in this item.

Table 4.3
Frequency of Students’ Ability in Interrogative Form of Multiple Choice Items

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>35</td>
<td>29.16%</td>
<td>11</td>
<td>10.00%</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>7.50%</td>
<td>37</td>
<td>33.64%</td>
</tr>
<tr>
<td>13</td>
<td>23</td>
<td>19.17%</td>
<td>23</td>
<td>20.90%</td>
</tr>
<tr>
<td>22</td>
<td>30</td>
<td>25.00%</td>
<td>16</td>
<td>14.55%</td>
</tr>
<tr>
<td>25</td>
<td>23</td>
<td>19.17%</td>
<td>23</td>
<td>20.90%</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100%</td>
<td>110</td>
<td>100%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>52.18%</td>
<td>47.82%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 4.3 above, it will be explained as follows:

a. The percentage of correct in item number 4 is 29.16%; 35 students from 46 samples made correct in this item, and the percentage of incorrect in item number 4 is 10.00%; 11 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 7 is 7.50%; 9 students from 46 samples made correct in this item, and the percentage of incorrect in item number 7 is 33.64%; 37 students from 46 samples made incorrect in this item.

c. The percentage of correct in item number 13 is 19.17%; 23 students from 46 samples made correct in this item, and the percentage of incorrect in item number 13 is 20.90%; 23 students from 46 samples made incorrect in this item.

d. The percentage of correct in item number 22 is 25.00%; 30 students from 46 samples made correct in this item, and the percentage of incorrect in item
number 22 is 14.55%; 16 students from 46 samples made incorrect in this item.

e. The percentage of correct in item number 25 is 19.17%; 23 students from 46 samples made correct in this item, and the percentage of incorrect in item number 25 is 20.90%; 23 students from 46 samples made incorrect in this item.

Table 4.4
Frequency of Students’ Ability in the Simple Past Tense of Verb be
Form of Multiple Choice Items

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21</td>
<td>17.36%</td>
<td>25</td>
<td>22.93%</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>14.88%</td>
<td>28</td>
<td>25.69%</td>
</tr>
<tr>
<td>12</td>
<td>19</td>
<td>15.70%</td>
<td>27</td>
<td>24.77%</td>
</tr>
<tr>
<td>16</td>
<td>39</td>
<td>32.23%</td>
<td>7</td>
<td>6.42%</td>
</tr>
<tr>
<td>24</td>
<td>24</td>
<td>19.83%</td>
<td>22</td>
<td>20.18%</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100%</td>
<td>109</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on Table 4.4 above, it will be explained as follows:

a. The percentage of correct in item number 3 is 17.36%; 21 students from 46 samples made correct in this item, and the percentage of incorrect in item number 3 is 22.93%; 25 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 5 is 14.88%; 18 students from 46 samples made correct in this item, and the percentage of incorrect in item number 5 is 25.69%; 28 students from 46 samples made incorrect in this item.

c. The percentage of correct in item number 12 is 15.70%; 19 students from 46 samples made correct in this item, and the percentage of incorrect in item
number 12 is 24.77%; 27 students from 46 samples made incorrect in this item.

d. The percentage of correct in item number 16 is 32.23%; 39 students from 46 samples made correct in this item, and the percentage of incorrect in item number 16 is 6.42%; 7 students from 46 samples made incorrect in this item.

e. The percentage of correct in item number 24 is 19.83%; 24 students from 46 samples made correct in this item, and the percentage of incorrect in item number 24 is 20.18%; 22 students from 46 samples made incorrect in this item.

Table 4.5
Frequency of Students’ Ability in Information Questions Form of Multiple Choice Items

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>8</td>
<td>5.97%</td>
<td>38</td>
<td>39.58%</td>
</tr>
<tr>
<td>9</td>
<td>36</td>
<td>26.87%</td>
<td>10</td>
<td>10.42%</td>
</tr>
<tr>
<td>10</td>
<td>38</td>
<td>28.36%</td>
<td>8</td>
<td>8.33%</td>
</tr>
<tr>
<td>15</td>
<td>23</td>
<td>17.16%</td>
<td>23</td>
<td>23.96%</td>
</tr>
<tr>
<td>21</td>
<td>29</td>
<td>21.64%</td>
<td>17</td>
<td>17.71%</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>100%</td>
<td>96</td>
<td>100%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>58.27%</td>
<td></td>
<td></td>
<td>41.73%</td>
</tr>
</tbody>
</table>

Based on Table 4.5 above, it will be explained as follows:

a. The percentage of correct in item number 6 is 5.97%; 8 students from 46 samples made correct in this item, and the percentage of incorrect in item number 6 is 39.58%; 38 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 9 is 26.87%; 36 students from 46 samples made correct in this item, and the percentage of incorrect in item number 9 is 10.42%; 10 students from 46 samples made incorrect in this item.
c. The percentage of correct in item number 10 is 28.36%; 38 students from 46 samples made correct in this item, and the percentage of incorrect in item number 10 is 8.33%; 8 students from 46 samples made incorrect in this item.
d. The percentage of correct in item number 15 is 17.16%; 23 students from 46 samples made correct in this item, and the percentage of incorrect in item number 15 is 23.96%; 23 students from 46 samples made incorrect in this item.
e. The percentage of correct in item number 21 is 21.64%; 29 students from 46 samples made correct in this item, and the percentage of incorrect in item number 21 is 17.71%; 17 students from 46 samples made incorrect in this item.

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21</td>
<td>70.00%</td>
<td>25</td>
<td>40.32%</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>30.00%</td>
<td>37</td>
<td>59.67%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
<td>62</td>
<td>100%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>32.61%</td>
<td></td>
<td>67.39%</td>
<td></td>
</tr>
</tbody>
</table>

Based on Table 4.6 above, it will be explained as follows:
a. The percentage of correct in item number 1 is 70.00%; 21 students from 46 samples made correct in this item, and the percentage of incorrect in item number 1 is 40.32%; 25 students from 46 samples made incorrect in this item.
b. The percentage of correct in item number 5 is 30.00%; 9 students from 46 samples made correct in this item, and the percentage of incorrect in item number 5 is 59.67%; 37 students from 46 samples made incorrect in this item.
Table 4.7

Frequency of Students’ Ability in Irregular of Essay Items

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>Frequency of Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>12.82%</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>41.41%</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>28.28%</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on Table 4.7 above, it will be explained as follows:

a. The percentage of correct in item number 2 is 12.82%; 5 students from 46 samples made correct in this item, and the percentage of incorrect in item number 2 is 41.41%; 41 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 8 is 46.18%; 18 students from 46 samples made correct in this item, and the percentage of incorrect in item number 8 is 28.28%; 28 students from 46 samples made incorrect in this item.

c. The percentage of correct in item number 9 is 41.03%; 16 students from 46 samples made correct in this item, and the percentage of incorrect in item number 9 is 30.30%; 30 students from 46 samples made incorrect in this item.

Table 4.8

Frequency of Students’ Ability in Regular of Essay Items

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>Frequency on Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>52.17%</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>47.83%</td>
</tr>
</tbody>
</table>

Based on Table 4.7 above, it will be explained as follows:

a. The percentage of correct in item number 2 is 12.82%; 5 students from 46 samples made correct in this item, and the percentage of incorrect in item number 2 is 41.41%; 41 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 8 is 46.18%; 18 students from 46 samples made correct in this item, and the percentage of incorrect in item number 8 is 28.28%; 28 students from 46 samples made incorrect in this item.

c. The percentage of correct in item number 9 is 41.03%; 16 students from 46 samples made correct in this item, and the percentage of incorrect in item number 9 is 30.30%; 30 students from 46 samples made incorrect in this item.
Based on Table 4.8 above, it will be explained as follows:

a. The percentage of correct in item number 4 is 52.17%; 12 students from 46 samples made correct in this item, and the percentage of incorrect in item number 4 is 49.27%; 34 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 6 is 47.83%; 11 students from 46 samples made correct in this item, and the percentage of incorrect in item number 6 is 50.72%; 35 students from 46 samples made incorrect in this item.

<table>
<thead>
<tr>
<th>Item Numbers</th>
<th>Frequency of Correct</th>
<th>%</th>
<th>Frequency of Incorrect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>16</td>
<td>36.36%</td>
<td>30</td>
<td>31.91%</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>31.82%</td>
<td>32</td>
<td>34.04%</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>31.82%</td>
<td>32</td>
<td>34.04%</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100%</td>
<td>94</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on Table 4.9 above, it will be explained as follows:

a. The percentage of correct in item number 3 is 36.36%; 16 students from 46 samples made correct in this item, and the percentage of incorrect in item number 3 is 31.91%; 30 students from 46 samples made incorrect in this item.

b. The percentage of correct in item number 7 is 31.82%; 14 students from 46 samples made correct in this item, and the percentage of incorrect in item number 7 is 34.04%; 32 students from 46 samples made incorrect in this item.
c. The percentage of correct in item number 10 is 31.82%; 14 students from 46 samples made correct in this item, and the percentage of incorrect in item number 10 is 34.04%; 32 students from 46 samples made incorrect in this item.

3. Summary of Finding

Based on data analysis, finally it is the sequence of the simple past tense area which is based on high frequency of students’ ability, as in the following table. It can be seen which one of the simple past tense that is the highest frequency of correct and the lowest frequency.

<table>
<thead>
<tr>
<th>Simple Past Tense</th>
<th>Frequency of Correct</th>
<th>Total Percentage</th>
<th>Frequency of Incorrect</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Questions Form</td>
<td>134</td>
<td>58.27%</td>
<td>96</td>
<td>41.73%</td>
</tr>
<tr>
<td>Verb be Form</td>
<td>121</td>
<td>52.61%</td>
<td>109</td>
<td>47.39%</td>
</tr>
<tr>
<td>Interrogative Form</td>
<td>120</td>
<td>52.18%</td>
<td>110</td>
<td>47.82%</td>
</tr>
<tr>
<td>Positive Form</td>
<td>116</td>
<td>50.44%</td>
<td>114</td>
<td>49.56%</td>
</tr>
<tr>
<td>Negative Form</td>
<td>108</td>
<td>46.96%</td>
<td>122</td>
<td>53.04%</td>
</tr>
<tr>
<td>Total</td>
<td>599</td>
<td>52.09%</td>
<td>551</td>
<td>47.91%</td>
</tr>
</tbody>
</table>

The Table 4.10 shows that most of students made correct in information questions form, with frequency 58.27% and the frequency of incorrect is 41.73%. Based on the criteria of correct result percentage, the students’ ability is on sufficient level. The second level is to be form with frequency 52.61% and the frequency of incorrect is 47.39%, the level of the students’ ability is less good level. The third is interrogative form with 52.18% of correct and the frequency of incorrect is 47.82%, it shows the students’ ability is on less good level. The fourth
is positive form with frequency 50.44% and the frequency of incorrect is 49.56%, it is on less good level. The last is question word and range on less good level with 46.96% of students’ ability and the frequency of incorrect is 53.04%. The students’ average of correct score for the test with multiple choice items is 52.09% which has a low score. It falls in the level of 40%—55% which means less good.

Table 4.11
Sequence of Essays Area
Based on its High Frequency of Students’ Ability

<table>
<thead>
<tr>
<th>Simple Past Tense</th>
<th>Frequency of Correct</th>
<th>Total Percentage</th>
<th>Frequency of Incorrect</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Questions</td>
<td>30</td>
<td>32.61%</td>
<td>62</td>
<td>67.39%</td>
</tr>
<tr>
<td>Adjective</td>
<td>44</td>
<td>31.88%</td>
<td>94</td>
<td>68.12%</td>
</tr>
<tr>
<td>Irregular</td>
<td>39</td>
<td>28.27%</td>
<td>99</td>
<td>71.73%</td>
</tr>
<tr>
<td>Regular</td>
<td>23</td>
<td>25.00%</td>
<td>69</td>
<td>75.00%</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>29.57%</td>
<td>324</td>
<td>70.43%</td>
</tr>
</tbody>
</table>

The Table 4.11 shows that most of students made correct in information questions form, with frequency 32.61% and the frequency of incorrect is 67.39%. Based on the criteria of correct result percentage, the students’ ability is on bad level. The second level is adjective form with frequency 31.88% and the frequency of incorrect is 68.12%, the level of the students’ ability is bad level. The third is interrogative form with 28.27% of correct and the frequency of incorrect is 71.73%, it shows the students’ ability is on bad level. The last is question word and range on bad level with 25.00% of students’ ability and the frequency of incorrect is 75.00%. The students’ average of correct score for the test with essay items is 29.57% which has a low score. It falls in the level of <30%—39% which means fail.

Based on frequency of correct in Table 4.10, it seems that information questions form of simple past tense makes some of students understand to choose the right answer. Whereas, the simple past tense of verb be, interrogative, positive
and negative form of the simple past tense makes students confuse to choose the right answer. Some auxiliaries verb be used in the simple past tense consist of was, were and did, and there are 52.81% who choosing the right answer, and 47.39% still confuse about it. Just 52.18% who know if the interrogative form yes/no question include did or did not before the subject and there is no final –ed ending in the question form. The students know if the negative form, identical with did not, was not and were not but the usage of was, were and did are different in sentences, so it makes most of students have the incorrect answers with frequency 53.04%, beside that students know the formula of negative form but students still confuse in the form of sentence, and the frequency of students who the right answer is 46.96%.

Base on frequency of correct in Table 4.11, it seems that all of essay items make students confuse to make sentences of the simple past tense. In the adjective form of simple past tense, students forget the formula to make sentence, they think if the formula of adjective form or the verb be is the same with the verb other than be, so many students make the wrong answer. The most of students still did not know how the verb form of the simple past tense change, they know if the simple past tense in regular verb is formed by ending –ed and -d, but students still confuse to give adding –ed or –d on the verbs.

B. Interpretation

After classifying the items into tested analyzing the frequency of correct and incorrect in each item, description of the students’ ability in using the simple past tense in percentage is as follows:

<table>
<thead>
<tr>
<th>Test Item Area</th>
<th>Percentage of Correct</th>
<th>Percentage of Incorrect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Form of the Simple Past Tense</td>
<td>52.09%</td>
<td>47.91%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.12

Percentage of Students’ Ability in Using the Simple Past Tense
The Table 4.12 above shows that many students made incorrect answer in making sentences of the simple past tense. It can be seen from the range of percentage that students’ incorrect answer in making sentences of the simple past tense is very high. There are 70.43% of students who made incorrect answer in making sentences of the simple past tense and 47.91% of students who made incorrect answer in the form of the simple past tense. The percentage of correct answer in make sentences of the simple past tense is 29.57% and 52.09% of correct answer in the form of the simple past tense. That means the students’ ability in using the simple past tense is very low.

According to the criteria of Suharsimi Arikunto taken from her book stated that, the students are considered to be high score if they get 80%—100%, the middle score is 56%—79%, and they are considered to be low score if they score they get <30%—55%. In this case, knowing that the data shown in Table 4.2 have the same score, that is the low score, it means most of the second year students of SMP Negeri 3 South Tangerang still did not know the form of the simple past tense and how to make sentence of simple past tense.

Some students still get problem in using the simple past tense because the results of observations showed that students still have low ability in using the simple past tense. In English matter, some students may not understand about grammar. As we know in Indonesia language there is no complex rule like grammar.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis, finding and interpretation, it can be drawn conclusion that students’ ability level in using the simple past tense is very low. It can be know by the average score in the form of the simple past tense is 52.09% and the average score in making sentences of the simple past tense is 29.57%. Based on the score from Suharsimi, the result of two kinds of test above shows a low score. In other words, the students’ ability in using the simple past tense still get low grade. It means many students are still confused in determining usage of the simple past tense.

B. Suggestion

Based on the conclusion of this research, she would like to give some suggestions as follows:

For the school:
1. The school should provide a good English book which can support students in learning the simple past tense.
2. The school should give better facilitations for students so they will be more motivated in studying.

For the teacher:
1. The teachers can use any media that supports the teaching learning process in order to make it more interesting and effective.
2. The teachers should be able to create a good atmosphere or situation and motivation during teaching process in the classroom in order to get students attentions.
3. The teachers should give more exercises and attention to the materials that the students feel difficult.
For the students:

1. The students should pay attention to the teacher and do more exercises on make sentences of the simple past tense.
2. The students should make a list of some common and most useful regular and irregular verbs that they can easy to memorize and practice more.
3. The students should read any other English materials to improve their ability in using the simple past tense.
BIBLIOGRAFY


APPENDIX 1

RESEARCH INSTRUMENT

Name : 

Class : 

A. Choose the Right Answer by crossing (X) on a, b, c, d, or e!

1. Mr. Mario saw many people here ………
   a. now c. several minutes ago e. once a week
   b. tomorrow d. everyday

2. A: She saw you in Marto Supermarket yesterday. What did you buy there?
   B: Well, I…. soap, toothpaste and shampoo.
   a. bought c. was buying e. am buy
   b. buy d. have bought

3. We went to the movie last night, and I think……
   a. the film is good c. it is a good film e. the film were good
   b. the film was good d. it will be a good film

4. ………. a good time yesterday?
   a. have they did c. did have they e. did they
   b. did they have d. they did

5. After playing Football, the boys……sleepy 10 hours ago.
   a. was c. is e. have
   b. were d. are

6. ……….. the game finish?
   a. when c. did when e. when were
   b. when did d. when was
7. Did ……… her phone in the class?
   a. she lose c. she losing e. she has loose
   b. she lost d. she loose

8. I ……… my grandmother every month in 2011.
   a. am not visit c. did not visited e. do not visit
   b. am not visiting d. did not visit

9. Siti : …………… did you sleep last night?
   Maysa : Eight hours; from 10 p.m. to 6 a.m.
   a. how far c. how big e. how long
   b. how tall d. how

10. Didik : …………… did you finish your homework yesterday?
    Putra : At 8 o’clock.
    a. where c. how e. what time
    b. how long d. why

11. He…. in Jakarta last year.
    a. life c. lifed e. lift
    b. live d. lived

12. We……… busy at home 2 weeks ago.
    a. was c. were e. are
    b. is d. am

13. …..you hear the concert last night?
    a. do c. does e. were
    b. did d. are

14. My father…… a computer game for my birthday last week.
    a. did not gave me c. did not gift me e. was not give me
    b. did not give me d. was not gave me

15. ……….. play the 2006 World Cup?
    a. where did they c. did where they e. where
    b. where they did d. where they
16. Kevin …. sick last week.
   a. was c. were e. are
   b. is d. am

17. Mark ……. to the grocery store yesterday.
   a. did not drive c. was not driving e. not drove
   b. not drive d. will not drive

18. George……. dinner for his family saturday night.
   a. was not cooking c. not cook e. did not cook
   b. will not cook d. not cooked

19. A: What did the museum guide do?
    B: He….. us very beautiful things.
   a. shows c. will show e. was show
   b. showed d. is showing

20. They……home at 9 o’clock last night.
    a. come c. are coming e. came
    b. were coming d. will come

21. A: ……. did Wira come late?
    B: He overslept and missed the bus.
   a. when c. why e. whom
   b. where d. how

22. Did Gerry…… Tom to the party?
   a. invites c. is inviting e. has been invited
   b. invited d. invite

23. David ……… in the school chess match last month.
   a. did not cheated c. did not cheat e. not cheat
   b. did not cheating d. do not cheat

   a. are c. have e. were
   b. has d. was

25. Did Nizam…..shooting film 3 months ago?
   a. went b. go c. gone d. going e. gonna
B. Make sentences of simple past tense by using the words given in the box below!

| 1. Who | 6. Cry       |
| 2. Know | 7. Funny    |
| 3. Lazy | 8. Drink    |
| 4. Study | 9. Eat     |
| 5. What | 10. Talkative |

1. ...........................................................................................................
2. ...........................................................................................................
3. ...........................................................................................................
4. ...........................................................................................................
5. ...........................................................................................................
6. ...........................................................................................................
7. ...........................................................................................................
8. ...........................................................................................................
9. ...........................................................................................................
10. ...........................................................................................................
## APPENDIX 2

### Answers Key

#### Part A

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
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<td>18</td>
<td>E</td>
<td>23</td>
</tr>
<tr>
<td>19</td>
<td>B</td>
<td>24</td>
</tr>
<tr>
<td>20</td>
<td>E</td>
<td>25</td>
</tr>
</tbody>
</table>
APENDIX 3

THE STUDENTS’ ANSWER SHEET

A. Choose the right answer by crossing (X) on a, b, c, d, or e!

| Student  | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  | 20  | 21  | 22  | 23  | 24  | 25  |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Student 1| 1   | 1   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   |
| Student 2| 1   | 0   | 0   | 1   | 1   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| Student 3| 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| Student 4| 0   | 1   | 1   | 1   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 1   | 1   | 1   | 0   | 0   | 1   | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 1   |
| Student 5| 0   | 1   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 1   |
| Student 6| 1   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |
| Student 7| 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| Student 8| 1   | 1   | 1   | 1   | 0   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 0   | 1   |
| Student 9| 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   |
| Student 10| 1   | 0   | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 0   | 0   | 0   | 1   | 1   | 1   | 0   | 0   | 0   | 0   | 1   | 1   |
| Student 11| 1   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   |
| Student 12| 1   | 1   | 1   | 0   | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 1   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   |
| Student 13| 1   | 1   | 1   | 0   | 1   | 0   | 0   | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 1   |
| Student 14| 1   | 1   | 1   | 1   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 0   | 1   | 0   | 1   | 0   | 1   |
| Student 15| 1   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| Student 16| 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 0   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   |
| Student 17| 1   | 1   | 1   | 1   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 1   |
| Student 18| 1   | 1   | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   |
| Student 19| 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   |
| Student 20| 1   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 0   |
| Student 21 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Student 22 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| Student 23 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student 24 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Student 25 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| Student 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Student 27 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Student 28 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Student 29 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| Student 30 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 |
| Student 31 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Student 32 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Student 33 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| Student 34 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 |
| Student 35 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| Student 36 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| Student 37 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| Student 38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 |
| Student 39 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Student 40 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| Student 41 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| Student 42 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 |
| Student 43 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Student 44 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| Student 45 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 |
| Student 46 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
B. Make sentence of simple past by using the words given in the box below!

<table>
<thead>
<tr>
<th>Student</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>9</th>
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