

**THE COMPARISON ON THE MASTERY OF SIMPLE PAST TENSE
BETWEEN MALE AND FEMALE STUDENTS AT THE FIRST
YEAR OF MAS YPUI TERATAK RUMBIO JAYA
KAMPAR REGENCY**

Thesis

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ABSTRACT

ASRIYATI (2010) the title of this research is: "THE COMPARISON ON THE MASTERY OF SIMPLE PAST TENSE BETWEEN MALE AND FEMALE STUDENTS AT THE FIRST YEAR OF MAS YPUI TERATAK RUMBIO JAYA KAMPAR REGENCY"

In learning, first of all the students are demanded to master language components before. One of them is grammar which consists of many items. Therefore, the students take along time to learn it.

The students of MAS YPUI Teratak have been taught English four hours a week and that is also added six semester in Junior High. But in the fact, the result of their grammar still far from willingness that is wised by Curriculum it-self, especially in simple past tense. The students do not master using adverb of time, verbal and nominal form and using verb correctly when they must use verb I (infinitive) and when they must use verb II (regular or irregular verbs) in simple past tense.

The subject of this research was the first year of MAS YPUI Teratak, while the object of this research is the mastery of simple past tense at the first year of MAS YPUI Teratak.

The total number of the first year of MAS YPUI Teratak was 32 persons. Because the number of populations was only 32 persons, so the writer takes all of the population (100 %) for the sample and the writer uses the total sampling to get the data. So, the total respondents are 32 persons.

To collect the data, the writer uses test and questionnaires. Then to analyze the data, the writer uses two formulas. To get the description of the students' factors, the writer uses the formula as below:

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

N

To identify the average scores of both male and female students the comparison of means was analyzed by using t- test. The formula as follows:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

After analyzing the data by using t- test method, the writer concludes that students' mastery of simple past tense between male and female at he first year of MAS YPUI Teratak Rumbio Jaya are the same because based on the hypothesis t product is lower that t table on the level 5% and 1% ((2.04 > 0.298 < 2.75). So, Ho is accepted.

Dealing with the questionnaire, it can be conducted that the factors that influence the students' mastery are internal and external factors. They are attitude, motivation, interest, talent, and environment.

ABSTRACT

ASRIYATI (2010) Judul penelitian ini adalah” PERBANDINGAN PENGUASAAN SIMPLE PAST TENSE ANTARA SISWA LAKI-LAKI DAN PEREMPUAN DIKELAS SATU MAS YPUI TERATAK KECAMATAN RUMBIO JAYA KABUPATEN KAMPAR”

Didalam mempelajari bahasa Inggris, siswa dituntut untuk menguasai komponen-komponen bahasa terlebih dahulu. Salah satunya adalah grammar. Grammar terdiri dari banyak komponen. Oleh karena itu, siswa memerlukan waktu lama untuk mempelajarinya.

Siswa MAS YPUI Teratak telah diajarka bahasa Inggris empat jam dalam seminggu dan juga ditambah enam jam di SMP. Tetapi pada kenyataannya hasil grammar mereka masih jauh dari tujuan yang diharapkan oleh kurikulum itu sendiri, khususnya didalam simple past tense. Siwa juga tidak menguasai penggunaan adverb of time, verbal and nominal form and verb correctly, kapan mereka harus menggunakan kata kerja pertama dan kapan mereka harus menggunakan kata kerja kedua (kata kerja beraturan atau kata kerja tidak beraturan) didalam simple past tense.

Subjek penelitian ini adalah siswa kelas satu MAS YPUI Teratak. Sedangkan objek penelitian ini adalah penguasaan simple past tense siswa kelas satu MAS YPUI Teratak.

Jumlah total siswa kelas satu MAS YPUI Teratak adalah 32 orang. Karena jumlah populasinya hanya 32 orang, penulis mengambil 100% dari populasi untuk sample dan dalam penelitian ini penulis menggunakan total sampling untuk mendapatkan data. Maka total respondennya adalah 32 orang.

Untuk mengumpulkan data penulis menggunakan test dan questioner. Kemudian untuk menganalisis data penulis menggunakan dua rumus.

Untuk mendapatkan gambaran factor-factor yang mempengaruhi penguasaan simple past tense siswa, penulis menggunakan rumus sebagai berikut:

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

N

Untuk menganalisis perbandingan penguasaan siswa Laki-laki dan siswa Perempuan digunakan rumus sebagai berikut:

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Setelah menganalisis data dengan t test, penulis menyimpulkan bahwa penguasaan simple past tense siswa Laki-laki dan siswa Perempuan di kelas satu MAS YPUI Teratak adalah sama karena berdasarkan hipotesis t product hasilnya lebih kecil dari t table pada tingkat 5% dan 1% ($2.04 > 0.298 < 2.75$) maka H_0 diterima.

Hubungan dengan questioner (angket), ini bisa disimpulkan bahwa factor-factor yang mempengaruhi penguasaan simple past tense siswa adalah factor internal dan eksternal yaitu perilaku, motivasi, ketertarikan, bakat dan lingkungan.

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CHAPTER I

INTRODUCTION

A. The Background

Language is a tool for communication among people around the world. It plays a great section in our lives. We cannot spend our lives without talking each other. By using it, we can also indicate someone's culture or background knowledge. Learning language is something interesting, there are many aspects that can be learned in it, one of the aspects to be learned is Grammar. Language consists of oral language and written language. Writing a good sentence, especially in English, requires both good Grammar and good organization. Written language will be better if Grammar it-self is well. Therefore, mastering Grammar is the first step to become a good writer. Jane B Hughey (1983) says that Grammar skills are enhanced as ESL writers make decisions about the form in which to present ideas.

Haycraft (1978) states that there are many different attitudes towards the teaching of grammar. There are doubts about whether it should be taught explicitly at all, whether the selection structures to teach should be based on simplicity, or whether selection should be on the grounds of frequency of occurrence in the language, or usefulness to the pupil. Whatever the theory. The fact remains that there are pattern in English that the student needs master. Most nationalities are more conditioned to the grammatical analysis of their own language than we are.

Knowledge of grammar is a handy tool, and understanding it speeds up the student's language learning. Knowledge of Grammar helps us understand why some ways of using language more efficient than others use a sentence-based grammar can often help the students look at the sentence with sharp eyes. Therefore, learning Grammar is needed to know the students' ability in mastering formulas of Grammar. According to Emmett and Pollock (1995; in Winarsih:2008), Grammar has been taught in the classroom to foster the students' writing and perhaps their speech as well.

L.G. Alexander (1996) says that a student who has learnt a lot of Grammar but who cannot use a language is in the position of a pianist who has learnt a lot of about harmony but cannot play the piano. The student who cannot use a language will, therefore, be judged not by how much he knows, but how well he can perform in public. In order to become a skilled performer. The student must become proficient at using the units of language. Moreover, the units of language is not, as was once commonly supposed, the word, but the sentence.

The grammar of a language of the rules (the formulas) that will generate sentences grammatically acceptable to native speakers. Our students almost think that Grammar is a complicated thing or lesson because of its various aspects.

As mentioned above that grammatical sentence is taught to enable the students to know good form of structure of sentence. However, one of students' problems in learning is that they do not master to use verbs correctly in tenses, especially in simple past tense. A.J. Thomson (1986) says that simple past tense in

regular verbs is formed by adding ed to the infinitive (infinitive: study, simple past: **studied**) and simple past tense form of each irregular verb must therefore be learnt (infinitive: go, simple past tense: went). The students still feel difficult in use verbs correctly when they must use verb I (infinitive) and when they must use verb II (regular or irregular verbs) in simple past tense. Then most of the students still difficult when they must used adverb of time in simple past tense. For example: Saya pergi ke Pekanbaru kemaren (I went to Pekanbaru yesterday) but in the fact in oral or written language the most of the students make a sentence above like this: I go to Pekanbaru yesterday or I went to Pekanbaru last day.

As a foreign language, English is difficult for male and female students to learn. This may happen because English is not used daily in their environment and its structure is very complex. The female students were able to understand more quickly than male students. They had higher motivation in learning English than male students. Many linguists believe that there is significant different between male and female in the acquisition of language. For examples, Papalia and Olds (1985:263 in Onnandar:2004) states that male and female students are comparison in some specific abilities such as verbal ability and mechanical ability. Women are not only superior in verbal ability than men. Myers (1987: 191-193) states that women are not only superior in verbal ability but also in using sentences and variety of words. Women usually do better than men in measuring verbal fluency. Women learn a little earlier than men to talk and to use sentences. In addition, Farhady (1982:59) concludes that female students are significantly better than male students on a listening

comprehension test in the study of 800 University students who take a placement test.

In this study the writer will be of simple past tense compare male and female students on the mastery of simple past tense at the first year of MAS YPUI Teratak.

Private Islamic Senior High School (MAS) YPUI Teratak is one of Islamic Senior High Schools that is located in Rumbio Jaya especially in Teratak. This school is one of Senior High School that is same level as SLTA. English is also taught as one of the compulsory subjects and examined in UN (national examination). Then, simple past tense is also one of language components that is taught and must be mastered by the students in this school. English is taught twice a week (four hours a week). Both male and female students at MAS YPUI Teratak study in the same class and the teacher has taught them English subject, although they have studied English Grammar especially about simple past tense some of them still get difficulties to make the correct sentences in simple past tense.

Based on the ideas described above and based on the preliminary study of the writer toward problems above, The male and female have difference mastery of simple past tense. The difficulties can be seen from the symptoms as follows:

1. Both male and female students often get problem in using verb in simple past tense.
2. Some students are not able to construct the simple past tense.
3. Some students often get difficulty in using adverb of time in simple past tense

4. Both male and female still get difficulty in differencing between verbal form and nominal form in simple past tense .
5. Both male and female often get difficulty to arrange words to be good sentence in simple past tense.

Based on the problems above, the writer is interested in carrying a research entitled: **“The Comparison on the Mastery of Simple Past Tense between Male and Female students at the first Year of MAS YPUI Teratak Rumbio Jaya.”**

1. The Definition of the Terms

In order to avoid mis understanding of the terms used in this paper, it is beter for writer to define the following terms:

- a. Comparison : the way to describe the similarities and differences two sets of items (Hornby. 1984:67. In this research, the term of comparative study refers to the comparison mastery of simple past tense between the male and female students at the first year of MAS YPUI Teratak Rumbio Jaya.
- b. Male: The sex that does not give birth (Oxford.199:252)
- c. Female: The sex that produse young (Oxford. 1991:153)
- d. Mastery : Complete control or great skill or knowledge (Martin H Manser. (1991:256)

B. The Problem:

1. The Identification of the Problem

Based on the symptoms described above, the problem can be identified as follows:

- a. Why do they often get problem in using verb in simple past tense?
- b. Why are some students are not able to use adverb of time in simple past tense?
- c. Why are some students are not able to construct simple past tense?
- d. Why cannot both of them differenciate between verbal and nominal form in simple past tense?
- e. Why do the female students are more active than male students in learning simple past tense?

2. The Limitation of the Problem

Remembering the writer's ability, the problem in this research has been limited at: The students' mastery in the simple past tense between male and female at the first year of MAS YPUI Teratak.

3. The Formulation of the Problem

Based on the limitation of the problems in this research, the writer formulates the following research questions:

1. Is there any significant difference mastery of simple past tense between male and female students at the first year of MAS YPUI Teratak?

2. What factors that influence mastery of simple past tense between male and female students at the first year of MAS YPUI Teratak?

C. The Objective and Significance of the Research

1. To find out whether there is or not the significant difference mastery of simple past tense between male and female students.
2. To interpret on the mastery of simple past tense between male and female students and to obtain the factors that influence both of them on the mastery of simple past tense.

The Significance of the Research

1. To provide some information about the mastery of simple past tense between male and female students.
2. To provide a scientific investigation on the intricacies encountered by the students in the aspects of tenses especially about simple past tense.
3. To help the students know their ability in mastering simple past tense.

CHAPTER II

REVIEWS OF RELATED LITERATURES

A. The Theoretical Framework

Some explanation about simple past tense

According to Betty (1984:24), the simple past tense is used to talk about activities or situations that began and ended at a particular time in the past (e.g., yesterday, last night, two days ago).

Here are some explanations about the pattern of the simple past tense:

1. The verbal forms of simple past tense

a. In the affirmative statements

The affirmative sentence is formed by using verb I after subject.

The Formula: **S + verb II + Object/Complement + adverb of time**

Example:

Marry went to Singapore last year

S V II C Adverb

b. In the negative statements

The negative statement is formed by changing verb II become verb I and adding **did not** after verb I.

The formula: **S + did not + Verb I + O/C + Adverb of time**

Example:

Marry did not go Singapore last year

S did not verb I C Adverb

c. In interrogative statements

Interrogative statement is formed by inverting **did** and subject.

The Formula: **Did or did not + S+ Verb I+ O/C+ Adverb of time?**

Examples:

Did Marry go to Singapore last year?

Did S Verb I C Adverb

Did not Marry go to Singapore last year?

Did not S Verb I C Adverb?

There are two kinds of answer in the simple past tense in *verbal form*. They are short answer and long answer.

The examples of short answer:

Yes, Marry did.

No, Marry didn't.

The examples of long answer:

Yes, Marry did, Marry went to Singapore last year.

No, Marry did not go to Singapore last year.

2. The nominal form of simple past tense.

a. In the affirmative statements

Formula: **S +was/were +adjective/ noun/ adverb of place+ adverb of time**

Examples:

You were a student two years ago

S	were	noun	adverb of time
She	was	at home	Saturday night
S	was	adverb of place	adverb of time
He	was	sick	yesterday
S	was	adjective	adverb of time

b. In the negative statements

Formula: **S +was/were not +adjective/ noun/ adverb of place+ adverb of time**

Examples:

You were not a student two years ago.

S were not noun adverb of time

She was not at home Saturday night

S was not adverb of place adverb of time

He was not sick yesterday

S was not adjective adverb of time

c. In the interrogative statements

Formula:

Were/was+S+adjective/noun/adverb of place +Adverb of time?

Or

Were/was not+ S+ Adjective/noun/adverb of place+ Adverb of time?

Examples:

Were you a student two years ago?

Were you noun adverb of time?

Was she at home Saturday Night?

Was she adverb of place adverb of time?

Was he sick yesterday?

Was he adjective adverb of time?

Were not you a student two years ago?

Were not you noun adverb of time?

Was not she at home Saturday night?

Was not she adverb of place adverb of time?

Was not he sick yesterday?

Was not he adjective adverb of time?

There are two kinds of answer in the simple past tense in *nominal form*. They are short answer and long answer.

The examples of short answer:

Yes, you were.

No, you weren't.

The examples of long answer:

Yes, you were a student two years ago

No, you were not a student two years ago.

2. The forming of verb in simple past tense.

Irregular verb		Regular verb	
Infinitive (verb I)	Past (verb II)	Infinitive (verb I)	Past (verb II)
Write	Wrote	Study	Studied
Go	Went	Visit	Visited

3. Adverb of time in simple past tense

Yesterday, last week, last year, last night, two days ago, two weeks ago, two years ago, two nights ago.

Some theories on learning male and female

The most obvious difference between male and female is the biological difference. But they are also different in many other factors such as ability, interest and personality traits. (Papalia and Olds 1985: 263, in Onnandar: 2004) State that the most consistent difference between male and female occur in personality characteristics and emotional adjustment. Girls are more emotional than boys are likely to be behaviour problems, even as early as the preschool years, girls show more affection and these patterns persist into adulthood.

The difference in ability is important to be examined especially, in education field. There are some differences in some specific abilities such as verbal abilities involving vocabulary and mechanical abilities. Papalia and Olds(1985) state that girls generally are superior in the verbal items involving vocabulary, memory, language

manipulation and the like, while boys are superior in performance items involving spatial relations, mechanical abilities and numerical manipulation.

Differences in the genders ascribed to abstract nouns, with these treated grammatically as feminine by males and masculine by females. The differences actually do not result in two separate or different languages, but rather one language with noticeable sex-based characteristics (Baron:1985, 59-63 in Ronald :1960,314). Verbal ability from the age of 1 month up to about 6 years, and then again from adolescence throughout adulthood, females outperform males in spelling and grammar.

Myers (1987:191-193, in Winarsih :2008) stated that Girls learn a little earlier than boys to talk, to use sentences and to use a greater variety of words. They also speak more clearly, read earlier and consistently better than boys in tests of spelling and grammar. One topic that has come to the fore in sociolinguistics in recent years is the connection if any between the structures, vocabularies and ways of using particular languages and the social roles of men and women (Ronald Wardhaugh:1960,312).

When we turn to certain grammatical matters in English, we find that Bren (1975 in Ronald: 960) claimed that the intonation patterns of men and women vary. Women using certain patterns associated with surprise and politeness more often than men. In the same vein Lakoff said that women may answer a question with a statement that employs the rising intonation usually associated with a question rather

than the falling intonation associated with making a firm statement. Women do this because they are less sure about themselves and their opinions than are men.

The differences in learning strategies between male and female.

Learning strategies and style seem to be related to sex differences. Research outside second language acquisition has identified gender differences in learning styles. Several researches, for example Oxford and Schmeck in Onnandar (2004) are beginning to believe that all style differences might represent a dictionary of human variation: people who are global and those who are analytic. The characteristics of these two kinds of learning strategies can be seen below:

GLOBAL (FEMALES)	ANALYTIC (MALES)
Subjective	Objective
Feeling	Thinking
Field dependent	Field independent
Right brain dominant	Left brain dominant
Extroverted	Introverted
Cooperative	Coopetitive
Impulsive	Reflective

The factors influence the students in mastering simple past tense cannot be separated from factors of learning. Most of scientists divided into two factors; they

are internal and external factors. Muhibbun syah (2002: 146-157) says that influence factors in learning are:

a) Internal factors

Internal factors are divided into two. They are physical and psychological factors. Physical factors refers to the body condition such as health. The condition of someone's body is one of the factors that should be considered important by students because unwell condition of the body will disturb the activities, and it will influence the concentration in getting information. While psychological refers to intelligence, attitudes, aptitude, interest, talent, motivation, and maturity.

b) External factors

External factors refer to social environment such as family, teacher, administration staffs' society and friends. Family is the first educational institution, so that the family condition plays an important role in creating the basic behaviors of children. Family's condition means the relationship among members of the family. While, the factors consist of non-social environment such as house, school, equipment and atmosphere.

c) Approach of learning factors

It consists of high approach (speculative and achieving), middle approach (analytical and deep), and low approach (reproductive and surface). The effort itself that is influenced by motivation is the extent in which you make choices about (a) goal to pursue and (b) the effort you will devote that pursuit.

There are various learning steps to acquire a tense. Students must grow their own motivation in giving some effort to improve their skills in English such as: response, conversation, going to the library or collaboration group. By doing these activities and always being active in teaching and learning process, the students can achieve the instructional goals.

Some learning strategies how to be a better language learner:

1. Find your own way, taking charge of their learning
 - a. Organize information about the language
 - b. Organize your own program of study
2. You are creative, developing a feel for language by experimenting with its grammar and words
3. Make your opportunities for practice in using the language inside and outside classroom
4. Learn to live with uncertainly by not getting flustered and by to talk and listen without understanding every word
5. Use kinds of memory strategies to recall what has been learned
6. Make error work. Error is inevitable when you are trying to learn something as complex as anew language
7. Use linguistics knowledge, including knowledge of their first language, in learning a second language
8. Use contextual cues to help them in comprehension
9. Learn to make intelligent guesses

10. Learn chunks of language as wholes and formalized routines to help them perform beyond their competence
11. Learn formalized routines
12. Learn certain production strategies to fill in gaps in their own competence

The Concept of Comparison

Comparison is the similarities and difference about the things, people, working procedure, critiques and ideas (Suharsimi, 2006: 245-246). Comparison is to find out the scores on the comparison on the mastery of simple past tense between the male and female students at the first year students of MAS YPUI Teratak Rumbio Jaya.

B. The Relevant Research

Research about the comparison mastery of simple past tense between the male and female students has relationship with premolar (Winarsih).

Her research entitles: “The comparison on the mastery of “be” in simple sentences between male and female students at the second year of SMAN 1 Sabak Auh”.

In his research, he wanted to know mastery of be in simple sentences between male and female students at second year of SMAN 1 Sabak Auh. His research focused on the mastery of “be” in simple sentences between two genders. His research focused on comparison on the mastery between male and female.

Beside that, the research about the comparison mastery of simple past tense between male and female conducted the almost similar by Onnandar. His research entitles "A Comparative study on the mastery of present perfect progressive tense between male and female students of MTs Bustanul Ulum. Hiss research focused on comparison between male and female students.

C. The Operational Concept

The operational concept is the concept is used to give explanation about theoretical framework to avoid misunderstanding of this research. The explanation is to indicate the concept that the writer uses. The indicators are strategies applied in the implementaion of various methods.

A. Mastery of simple past tense

In this research, the writer concludes several indicators to be operated which described operational concept. The indicators are:

1. The male and female students are able to identify the forms of affirmative, negative and interrogative in simple past tense.
2. The male and female students are able to identify and completely the forms of nominal and verbal sentece in simple past tense.
3. The male and female students are able to use adverb of times in simple past tense.
4. The male and female students are able to arrange words to be good sentences in simple past tense.

5. The male and female students are able to change positive sentence into negative sentence in simple past tense.
6. The male and female students are able to change positive sentence into affirmative sentence in simple past tense.
7. The factors influence students' mastery of simple past tense

D. Assumption and Hypothesis

Assumption

This research is based on the assumption that both male and female students have studied English especially in simple past tense above, however, they have difference scores and competences in their mastery.

Hypothesis

Based on assumptions above, there are two hypotheses proposed:

Ha: There is a significant different between the male and female students at the first year of MAS YPUI Teratak on the mastery of simple past tense.

Ho: There is no significant different between the male and female students at the first year of MAS YPUI Teratak on the mastery of simple past tense.

CHAPTER III

RESEARCH METHODOLOGI

A. The Location and Time of the Research

The Research was conducted in MAS YPUI Teratak Rumbio Jaya. This research has been conducted from February to March 2010.

B .The Subject and Object of the Research

The subject of this research was the first year students of MAS YPUI Teratak Rumbio Jaya. While, the object was mastery of simple past tense between male and female students at the first year of MAS YPUI Teratak Rumbio Jaya.

C. The Population and Sample of the Research

The population of this research was all of the second semester at the first year students of MAS YPUI Teratak Rumbio Jaya. The number of students was 32 that just consisted of one class. The sample of this research was all of the population because the population of this research just consisted of 32 students which were taken with total sampling. The complete population and sample can be seen in following table:

Table.3.1

Class	Population	Sample
X	32	32
Total	32	32

D. The Technique of Collecting Data

In collecting the data, the writer used some techniques, they were as follows:

a. Test

Testing is arranged to measure the students understanding and ability in using simple past tense. The test were given to 16 male students and 16 female students who had been chosen as sample. It is an objective test (see appendix). The aspect of simple past tense administrated for the test is only the students ability in using simple past tense. In this test, students were asked to answer the question relate to the use of simple past tense choosing the provide answer marked A, B, C and D. The Items of test weretaken from several books and some of them were designed by the writer.

Before the items would be used to get the data, it has been tried out the sample. The number of the students who followed the try out were 32 students The try out was meant to get informstion sbout validity value of the test to find out the difficulty level of the test.

To know the reliabilty and validity of the administrated test, the writer tried out the test to the different respondent two weeks before the real test.

b. Questioner

Questioner was a research instrument consists of series of questibility be answered by the respondents. Questions consisted of multiple choice answers. This technique was used to know the factors influence mastery of simple past tense between male and female students at the first year of MAS YPUI Teratak.

E. The Technique of Data Analysis

In this research, the writer used t-test as the main technique to analyze the data to know comparison between the male and female students at the first year of MAS YPUI Teratak Rumbio Jaya in mastering “simple past tense”. T-test is developed by William Seely Gossett. He is a statistic consultant from Ireland in 1915. (Hartono, 2004:193).

The formula is:

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{(SD_x)^2}{N-1} + \frac{(SD_y)^2}{N-1}}}$$

Where:

To = Significant level

M_x = the mean of variable X

M_y = the mean of variable Y

SD_x = Standard deviation of variable X

SD_y = Standard deviation of variable Y

N = the number of the cases

1 = Constant number

1. Look for the mean of variable X and variable Y

a. The mean of variable X

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

b. The mean of variable Y

$$M_y = \frac{\sum f_y}{N}$$

2. Look for standard deviation of variable X and variable Y

a. Standard deviation (SD) variable X

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

b. Standard deviation (SD) variable Y

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

Where:

$\sum fx$ = the total multiplication among frequent of vocabulary with X'

$\sum fy$ = the total multiplication among frequent of vocabulary with Y'

M = the calculation mean.

N = the male and female students

(Hartono, 2004:196)

CHAPTER IV

THE PRESENTATION AND ANALYZING DATA

A. The Description of Data

To get the data about the comparison on the mastery of simple past tense between male and female, the writer used two instruments.

They were tests and questionnaire.

Test was the main instrument used because it was considered represents all the data needed. The test administrated is focused on simple past tense that consisted of 30 items. The students who answered the test correctly got point one (1) while those who answered incorrectly got point zero (0).

Questionnaire was taken from the factors that influence students' mastery of simple past tense.

B. The Data Presentation

Test

In this chapter, the writer presents the result of the tests and questionnaire given to the male and female students at the first year of MAS YPUI Teratak. Testing was as main instrument in order to measure the students' level in mastery simple past tense.

The students score have been calculated by this formula:

$$N = \frac{\text{Number of Correct answer}}{\text{Number items}} \times 100 \%$$

$$N = \frac{24}{30} \times 100\% \qquad N = 80$$

TABLE: 4.2
THE MEAN SCORE OF MALE AND FEMALE IN MASTERY OF SIMPLE PAST TENSE

Category	Score	Male students		Female students	
		F	P (%)	F	P (%)
Excellent	90-100	0	0(%)	0	0(%)
Good	80-89	3	18.75(%)	0	0(%)
Fairly good	70-79	7	43.75(%)	7	43.75(%)
Fair	60-69	5	31.25(%)	2	12.5(%)
Poor	0-59	1	6.25(%)	7	43.75(%)
TOTAL		16	100%	16	100%

The table above shows that male in mastery of simple past tense. There was none of students (0%) was in excellent category, 3 students (18.75%) were in good category, 7 students (43.75%) were in fairly good category, 5 students (31.25%) were in fair category, and 1 student (6.25%) was in poor category. Based on the table, the male students in mastery of simple past tense are dominated by fairly good category, in 70-79 score.

Furthermore, the female students in mastery of simple past tense were also various. There was none of students (0%) was in category excellent, none of students (0%) was in good category, 7 students (43.75%) were in fairly good category, 2 students (12.5%) were in fair category, and 7 students (43.75%) were in poor category. Based on the table female students in mastery of simple past tense were dominated by fairly good and poor categories.

Table.4.3
VARIABLE X ACCOUNTING

Score (x)	f	fx	fx ²
83.3	2	166.6	27755.56
80	1	80	6400
76.6	4	306.4	93880.96
73.3	2	146.6	21491.56
70	1	70	4900
66.6	1	66.6	4435.56
53.3	2	106.6	11363.56
46.6	2	93.2	8686.24
40	1	40	1600
	N=16	$\sum fx = 1076$	$\sum fx^2 = 180513.44$

Table.4.4
VARIABLE Y ACCOUNTING

Score(y)	f	fy	fy ²
76.6	1	76.6	5867.56
73.3	2	146.6	21491.56
70	4	280	78400
66.6	1	66.6	4435.56
60	1	60	3600
56.6	1	56.6	3203.56
53.3	2	106.6	11363.56
50	1	50	2500
46.6	1	46.6	2171
30	1	30	900
23.3	1	23.3	542.89
	N = 16	$\sum fy = 942.9$	$\sum fy^2 = 134476.25$

Questionnaire

1. Attitude

The data presents as the result of questionnaire toward factors that influence the mastery of simple past tense between male and female students. The data obtained are as follows:

Table: 4.5 (1.1)
Students open dictionary when they learn simple past tense

No	Alternative	Frequency		P %	
		Male	Female	Male	Female
1	Always	7	9	43.75%	56.25%
2	Often	1	1	6.25%	6.25%
3	Sometimes	6	5	37.5%	31.25%
4	Seldom	1	1	6.25%	6.25%
5	Never	1	0	6.25%	0%
	Total	16	16	100%	100%

Table 4.7(1.1) shows up that 7 Male students (43.75%) chose always “open dictionary”, 1 student (6.25%) chose often “open dictionary”, 6 students (35.7%) chose sometimes “open dictionary”, 1 student (6.25%) chose seldom “open dictionary”, 1 student (6.25%) chose never “open dictionary when they learn simple past tense” table 4.7 (1.1) also shows up that 9 Female students (56.25%) chose always “open dictionary”, 1 student (6.25%) chose often “open dictionary”, 5 students (31.25%) chose sometimes “open dictionary”, 1 student (6.25%) chose seldom “open dictionary”, none student (0%) chose never “open dictionary when they learn simple past tense”.

Table: 4. 6(1.2)
Students read tenses books before learning simple past tense

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	1	0	6.25%	0%
2	Often	1	3	6.25%	18.75%
3	Sometimes	10	10	62.5%	62.5%
4	Seldom	3	3	18.75%	18.75%
5	Never	1	0	6.25%	0%
	Total	16	16	100%	100%

Table 4.8 (1.2) shows up that 1 male student (6.25 %) chose always “read tenses books”, 1 student (6.25%) chose often “read tenses books” , 10 students (62.5%) chose sometimes “read tenses books” , 3 students (18.75%) chose seldom “read tenses books”, 1 student (6.25%) chose never “ read tenses books before learning simple past tense”. Table 4.8 (1.2) also shows up that none Female student (0%) chose always “read tenses books”, 3 students (18.75%) chose often “read tenses books” , 10 students (62.5%) chose sometimes “ read tenses books before learning simple past tense”, 3 students (18.75%) seldom “read tenses books”, none student “(0%) chose never “read tenses books before learning simple past tense” .

Table: 4.7 (1.3)
When students learn simple past tense they use many books as references

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	5	1	31.25%	6.25%
2	Often	0	0	0%	0%
3	Sometimes	4	10	25%	62.5%
4	Seldom	4	3	25%	18.75%
5	Never	3	2	18.75%	12.5%
	Total	16	16	100%	100%

Table 4.9 (1.3) shows up that 5 male students (31.25%) chose always “use many books as references”, none student (0%) chose often “use many books as references”, 4 students (25%) chose sometimes “use many books as references”, 4 students (25%) chose seldom “use many books as references”, 3 students(18.75%) chose never “use many books as references when they learn simple past tense”. Table 4.9 (1.3) also shows up that 1 female student (6.25%) chose always “use many books as references”, none student (0%) chose often “use many books as chose references”, 10 students (62.5%) chose sometimes “use many books as references”, 3 students (18.75%) chose seldom “use many books as references”, 2 students (12.5%) chose never “use many books as references when they learn simple past tense”.

Table: 4.8(1.4)
Students go to the library when they have free time

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	3	2	18.75%	12.5%
2	Often	1	1	6.25%	6.25%
3	Sometimes	8	7	50%	43.75%
4	Seldom	1	2	6.25%	12.5%
5	Never	3	4	18.75%	25%
	Total	16	16	100%	100%

Table 4.10 (1.4) shows up those 3 male students (18.75%) chose always “go to the library” ,1 student (6.25%) chose often “go to the library”, 8 students (50%) chose sometimes “go to the library”, 1 student (6.25%) chose seldom “go to the library”, 3 students (18.75%) chose never “go to the library when they have free time”. Table 4.10 (1.4) also shows up that 2 female students (12.5%) chose always “go to the library”, 1 student (6.25%) chose often “go to the library”, 7 students (43.75%) chose sometimes “go to the library”, 2 students (12.5%) chose seldom “go to the library” , 4 students (25%) chose never “go to the library when they have free time” .

Table: 4.9 (1.5)
Students come into the class on time

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	8	15	50%	93.75%
2	Often	5	1	31.25%	6.25%
3	Sometimes	1	0	6.25%	0%
4	Seldom	2	0	12.5%	0%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.11 (1.5) shows up that 8 male students (50 %) chose always “come to the class on time”, 5 students (31.25%) chose often “come into the class on time”, 1 student (6.25%) chose sometimes “come into the class on time”, 2 students (12.5%) chose seldom “come to the class on time”, none student (0%) chose never “come into the class on time”. Table 4.11 (1.5) also shows up that 15 female students (93.75%) chose always “come to the class on time”, 1 student (6.25%) chose often “come into the class on time”, none students (0%) chose sometimes “come into the class on time”, none student (0%) chose seldom “come into the class on time”, none students (0%) chose never “come into the class on time”.

2. Motivation

The data presents as the result of questionnaire toward factors that influence the mastery of simple past tense between male and female student . The data obtained are as follows

Table: 4.10 (2.1)
Students feel bored when the teacher ask them to make simple past tense assignments

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	7	9	43.75%	56.25%
2	Often	2	2	12.5%	12.5%
3	Sometimes	6	1	37.5%	6.25%
4	Seldom	0	2	0%	12.5%
5	Never	1	2	6.25%	12.5%
	Total	16	16	100%	100%

Table 4.12 (2.1) show up that 7 male students (43.75%) chose always “feel bored”, 2 students (12.5%) chose often “feel bored”, 6 students (43.75%) chose sometimes “feel bored”, none student (0%) chose seldom “feel bored”,1 student (6.25%) chose never “feel bored when the teacher ask them to make assignments”. Table 4.12 (2.1) also shows up that 9 Female students (56.25%) chose always “feel bored”, 2 students (12.5%) chose often “feel bored”,1 student (6.25%) chose sometimes “feel bored”, 2 students (12.5%) chose seldom “feel bored”, 2 students (12.5%) chose never “feel bored when the teacher ask them to make simple past tense assignments” .

Table: 4.11(2.2)
Students think about other problems when they are learning simple past tense

No	Alternative	Frequency		P%	
		Male	Female	Male	Female
1	Always	0	0	0%	0%
2	Often	0	0	0%	0%
3	Sometimes	7	14	43.75%	87.5%
4	Seldom	7	2	43.75%	12.5%
5	Never	2	0	12.5%	0%
	Total	16	16	100%	100%

Table 4.13 (2.2) shows up that none male student who always think about other problems, none student (0%) chose often “think about other problems”, 7 students (43.75%) chose sometimes “think about other problems”, 7 students (43.75%) chose seldom “think about other problems”, 2 students (12.5%) chose never “think about other problems when they are learning simple past tense”. Table 4.13 (2.2) also shows up that none female student (0%) chose always “think about other problems”, none student (0%) chose often “think about other problems”, 14 students (87.5%) chose sometimes “think about other problems”, 2 students (12.5%) chose seldom “think about other problems”, none student (0%) chose never “think about other problems when they are learning simple past tense”.

Table: 4.12(2.3)
Students feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability

No	Alternative	Frequency		P(%)	
		Male	Female	Male	Female
1	Always	4	7	25%	43.75%
2	Often	4	5	25%	31.25%
3	Sometimes	7	2	43.75%	12.5%
4	Seldom	1	2	6.25%	12.5%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.14 (2.3) shows up that 4 male students (25 %) chose always “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, 4 students (25%) chose often “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, 7 students (43.75%) chose sometimes “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, 1 student (6.25%) chose seldom “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, none student (0%) chose never “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”. Table 4.14 (2.3) also shows up also that 7 Female students (43.75%) chose always “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, 5 students (31.25%) chose often “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, 2 students (12.5%) chose sometimes “feel that learning simple past tense is not only to get score”, 2 students (12.5%) chose seldom

“feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”, none student (0%) chose never “feel that learning simple past tense is not only to get score but also to increase their speaking and writing ability”.

Table: 4.13(2.4)
The teacher gives them motivation in learning simple past tense

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	9	11	56.25%	68.75%
2	Often	4	4	25%	25%
3	Sometimes	3	1	18.75%	6.25%
4	Seldom	0	0	0%	0%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.15 (2.4) shows up that 9 male students (56.25 %) chose always “the teacher gives the students motivation in learning simple past tense”, 4 students (25%) chose often “the teacher gives the students motivation in learning simple past tense”, 3 students (18.75%) chose sometimes “the teacher gives the students motivation in learning simple past tense”, none student (0%) chose seldom “the teacher gives the students motivation in learning simple past tense”, none student (0%) chose never “the teacher gives the students motivation in learning simple past tense”. Table 4.15 (2.4) also shows up that 11 female students (68.75%) chose always “the teacher gives the students motivation in learning simple past tense”, 4 students (25%) chose often “the teacher gives the students motivation in learning simple past tense”, 1 student (6.25%) chose sometimes “the teacher gives the students motivation in learning

simple past tense”, none student (0%) chose seldom “the teacher gives the students motivation in learning simple past tense”, none student (0%) chose never “the teacher gives the students motivation in learning simple past tense”.

Table: 4.14 (2.5)
Students ask the teacher if they do not understand about simple past tense

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	4	7	25%	43.75%
2	Often	3	2	18.75%	12.5%
3	Sometimes	6	4	37.5%	25%
4	Seldom	3	3	18.75%	18.75%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.16(2.5) shows up that 4 male students (25%) chose always “ask the teacher if they do not understand about simple past tense”, 3 students (18.75%) chose often “ask the teacher if they do not understand about simple past tense”, 6 students (37.5%) chose sometimes “ask the teacher if they do not understand about simple past tense”, 3 students (18.75%) chose seldom “ask the teacher if they do not understand about grammar”, none students (0%) chose never “open dictionary when they learn simple past tense”. Table 4.16 (2.5) also shows up that 7 female students (43.75%) chose always “ask the teacher if they do not understand about simple past tense”, 2 students (12.5%) chose often “ask the teacher if they do not understand about simple past tense”, 4 students (25%) chose sometimes “ask the teacher if they do not understand about simple past tense”, 3 students (18.75%) chose seldom “ask

the teacher if they do not understand about simple past tense”, none student (0%) chose never ask the teacher if they do not understand about simple past tense”.

1. Interest

The data presents as the result of questionnaire toward factors that influence the mastery of simple past tense between male and female students . The data obtained are as follows:

Table: 4.15 (3.1)
Students use their spare time to tenses books

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Fe male
1	Always	0	0	0%	0%
2	Often	1	0	6.25%	0%
3	Sometimes	10	8	62.5%	50%
4	Seldom	1	2	6.25%	12.5%
5	Never	4	6	25%	37.5%
	Total	16	16	100%	100%

Table 4.17 (3.1) shows up that none male student (0%) chose always “use their spare time to read tenses books”,1 student (6.25%) chose often “use their spare time to read tenses books”,10 students (62.5%) chose sometimes “use their spare time to read tenses books”,1 student (6.25%) chose seldom “use their spare time to read tenses books”, 4 students (25%) chose never “use their spare time to read grammar books”. Table 4.17 (3.1) also shows up that none female student (0%) chose always “use their spare time to read tenses books”, none student (0%) chose often “use their spare time to read tenses books”, 8 students (50%) chose sometimes “use their spare

time to read tenses books”, 2 students (12.5%) chose seldom “use their spare time to read tenses books”, 6 students (37.5%) chose never “use their spare time to read tenses books”.

Table: 4.16 (3.2)

Students feel that learning simple past tense is useful for their future

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	9	11	56.25%	68.75%
2	Often	1	3	6.25%	18.75%
3	Sometimes	2	2	12.5%	12.5%
4	Seldom	3	0	18.75%	0%
5	Never	1	0	6.25%	0%
	Total	16	16	100%	100%

Table 4.18 (3,2) shows up those 9 male students (56.25 %) chose always “feel that learning simple past tense is useful for their future”, 1 student (6.25%) chose often “feel that learning simple past tense is useful for their future”, 2 students (12.5%) chose sometimes “feel that learning simple past tense is useful for their future”, 3 students (18.75%) chose seldom “feel that learning simple past tense is useful for their future”, 1 student (6.25%) chose never “feel that learning grammar is useful for their future”. Table 4.18 (3.2) also shows up that 11 female students (68.75%) chose always “feel that learning simple past tense is useful for their future”, 3 students (18.75%) chose often “feel that learning simple past tense is useful for their future”, 2 students (12.5%) chose sometimes “feel that learning simple past tense is useful for their future”, none student (0%) chose seldom feel that

learning simple past tense is useful for their future chose, none students (0%) chose never “feel that learning simple past tense is useful for their future”.

Table: 4.17 (3.3)
Students enjoy and never bored when learning simple past tense

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	4	3	25%	18.75%
2	Often	6	3	37.5%	18.75%
3	Sometimes	5	10	31.25%	62.5%
4	Seldom	1	0	6.25%	0%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.19 (3.3) shows up that 4 male students (25 %) chose always “enjoy and never bored”, 6 students (3 chose 7.5%) chose often “enjoy and never bored”, p5 students (31.25%) sometimes “enjoy and never bored”, 1 student (6.25%) chose seldom “enjoy and never bored”, none student (0%) chose never “enjoy and never bored when learning simple past tense”. Table 4.19 (3.3) also shows that 3 Female students (18.75%) chose always “enjoy and never bored”, 3 students (18.75%) chose often “enjoy and never bored”, 10 students (62.5%) chose sometimes “enjoy and never bored”:, none student (0%) chose seldom “enjoy and never bored”, none student (0%) chose never “enjoy and never bored when learning simple past tense ”.

Table: .4.18 (3.4)
If the teacher does not come to the class, students will do simple past tense assignments

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	2	1	12.5%	6.25%
2	Often	0	0	0%	0%
3	Sometimes	8	13	50%	81.25%
4	Seldom	4	2	25%	12.5%
5	Never	2	0	12.5%	0%
	Total	16	16	100%	100%

Table 4.20 (3.4) shows up those 2 male students (12.5%) chose always “will do simple past tense assignments”, none student (0%) chose often “will do simple past tense assignments chose, 8 students (50%) chose sometimes “will do simple past tense assignments”, 4 students (25%) chose seldom “will do simple past tense assignments”, 2 students (12.5%) chose never “will do simple past tense assignments”. Table 4.20 (3.4) also shows up that 1 female student (6.25%) chose always “will also simple past tense assignments”, none student (0%) chose often “will do simple past tense assignments”,13 students (81.25%) chose sometimes “will do simple past tense assignments”, 2 students (12.5%) chose seldom “will do simple past tense assignments”, none student (0%) chose never “will do simple past tense assignments if the teacher does not come to the class”.

Table: 4.19 (3.5)
Students do the simple past tense assignments that are given by the teacher by themselves

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	1	4	6.25%	25%
2	Often	1	1	6.25%	6.25%
3	Sometimes	9	10	56.25%	62.5%
4	Seldom	4	1	25%	6.25%
5	Never	1	0	6.25%	0%
	Total	16	16	100%	100%

Table 4.21(3.5) shows up that 1 male student (6.25%) chose always “do the simple past tense assignments that are given by the teacher by themselves”, 1 student (6.25%) chose often do the simple past tense assignments that are given by the teacher by themselves”, 1 student (6.25%) chose sometimes “do the simple past tense assignments that are given by the teacher by themselves”, 9 students (56.25%) chose seldom “do the simple past tense assignments that are given by the teacher by themselves”, 1 student (6.25%) chose never “do the simple past tense assignments that are given by the teacher by themselves”. Table 4.19 (3.5) also shows up that 4 female students (25%) chose always “do the simple past tense assignments that are given by the teacher by themselves”, 1 student (6.25%) chose often “do the simple past tense assignments that are given by the teacher by themselves”, 10 students (62.5%) chose sometimes “do the simple past tense assignments that are given by the teacher by themselves”, 1 student (6.25%) chose seldom “do the simple past tense assignments that are given by the teacher by themselves”, none student (0%) chose

never “do the simple past tense assignments that are given by the teacher by themselves” .

4. Talent

The data presents as the result of questionnaire toward factors that influence the mastery of simple past tense between male and female students . The data obtained are as follows:

Table: 4.20 (4.1)
Students write simple past tense material is taught by the teacher

No	Alternative	Frequency		P(%)	
		Male	Female	Male	Female
1	Always	11	11	68.75%	68.75%
2	Often	2	2	12.5%	12.5%
3	Sometimes	1	2	6.25%	12.5%
4	Seldom	1	1	6.25%	6.25%
5	Never	1	0	6.25%	0%
	Total	16	16	100%	100%

Table 4.22 (4.1) shows up that 11 male students (68.75%) chose always “write the simple past tense material is taught by the teacher”, 2 students (12.5%) chose often “write the simple past tense material is taught by the teacher”, 1 student (6.25%) chose sometimes “write the simple past tense material is taught by the teacher”, 1 student (6.25%) chose seldom “write the simple past tense material is taught by the teacher”, 1 student (6.25%) chose never “write the simple past tense material is taught by the teacher”. Table 4.22 (4.1) also shows up that 11 female students (68.75%) chose always “write the simple past tense material is taught by the teacher”, 2 students (12.5%) chose often “write the simple past tense material is taught by the teacher”, 2 students (12.5%) chose sometimes “write the simple past

tense material is taught by the teacher”, 1 student (6.25%) chose seldom “write the simple past tense material is taught by the teacher”, none student (0%) chose never “write the simple past tense material is taught by the teacher”.

Table: 4.21 (4.2)
Students pay attention to the course during the teaching and learning process

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	11	11	68.75%	68.75%
2	Often	2	4	12.5%	25%
3	Sometimes	3	0	18.75%	0%
4	Seldom	0	0	0%	0%
5	Never	0	1	0%	6.25%
	Total	16	16	100%	100%

Table 4.23 (4.2) shows up that 11 male students (68.75 %) chose always “pay attention to the course during the teaching and learning process”, 2 students (12.5%) chose often “pay attention to the course during the teaching and learning process”, 3 students (18.75%) chose sometimes “pay attention to the course during the teaching and learning process”, none student (0%) chose seldom “pay attention to the course during the teaching and learning process”, none student (0%) chose never “pay attention to the course during the teaching and learning process”. Table 4.23 (4.2) also shows up that 11 female students (68.75%) chose always “pay attention to the course during the teaching and learning process”, 4 students (25%) chose often “pay attention to the course during the teaching and learning process”, none student (0%) chose seldom “pay attention to the course during the teaching and learning process” ,

none student (0%) chose sometimes “pay attention to the course during the teaching and learning process”, none student (0%) chose seldom “pay attention to the course during the teaching and learning process”, 1 student (6.25%) chose never “pay attention to the course during the teaching and learning process”.

Table: 4.22(4.3)
Students do not feel afraid when they have mistakes in learning simple past tense

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	2	3	12.5%	18.75%
2	Often	2	6	12.5%	37.5%
3	Sometimes	5	2	31.25%	12.5%
4	Seldom	2	0	12.5%	0%
5	Never	5	5	31.25%	31.25%
	Total	16	16	100%	100%

Table 4.24 (4.3) shows up that 2 male students (12.5 %) chose always “do not feel afraid when they have mistakes in learning simple past tense”, 2 students (12.5%) chose often “do not feel afraid when they have mistakes in learning simple past tense”, 5 students (31.25%) chose sometimes “do not feel afraid when they have mistakes in learning simple past tense”, 2 students (12.5%) chose seldom “do not feel afraid when they have mistakes in learning simple past tense”, 5 students (31.25%) chose never “do not feel afraid when they have mistakes in learning simple past tense”. Table 4.24 (4.3) also shows up that 3 students of Junior High School (18.75%) chose always “do not feel afraid when they have mistakes in learning simple past tense”, 6 students (37.5%) chose often “do not feel afraid when they have mistakes in

learning simple past tense”, 2 students (12.5%) chose sometimes “do not feel afraid when they have mistakes in learning simple past tense”, none student (0%) chose seldom “do not feel afraid when they have mistakes in learning simple past tense”, 5 students (31.25%) chose never “do not feel afraid when they have mistakes in learning simple past tense”.

Table: 4.23(4.4)

Students get outside when they are studying simple past tense

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	0	0	0%	0%
2	Often	1	0	6.25%	0%
3	Sometimes	4	3	25%	18.75%
4	Seldom	2	6	12.5%	37.5%
5	Never	9	7	56.25%	43.75%
	Total	16	16	100%	100%

Table 4.25 (4.4) shows up that none male student who always get outside when they are studying simple past tense, 1 student (6.25%) chose often “get outside when they are studying simple past tense”, 2 students (12.5%) chose sometime “get outside when they are studying simple past tense”, 2 students (12.5%) chose seldom “get outside when they are studying simple past tense”, 9 students (56.25%) never get outside when they are studying simple past tense and table 4.25 (4.4) also shows up that none female students (0%) chose always “get outside when they are studying simple past tense”, none student (0%) chose often “get outside when they are studying simple past tense”, 3 students (18.75%) chose sometimes “get outside when they are studying simple past tense”, 6 students (37.5%) chose seldom “get outside

when they are studying simple past tense”, 7 students (43.75%) chose never “get outside when they are studying simple past tense” .

Table: 4.24 (4.5)

Students discuss about the simple past tense out of college with their friends

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	1	0	6.25%	0%
2	Often	2	1	12.5%	6.25%
3	Sometimes	6	9	37.5%	56.25%
4	Seldom	6	6	37.5%	37.5%
5	Never	1	0	6.25%	0%
	Total	16	16	100%	100%

Table 4.26 (4.5) shows up that 1 male student (6.25%) chose always “discuss about the simple past tense out of college with their friends”, 2 students (12.5%) chose often “discuss about the simple past tense out of college with their friends”, 6 students (37.5%) chose sometimes “discuss about the simple past tense out of college with their friends”, 6 students (37.5%) chose seldom “discuss about the simple past tense out of college with their friends”, 1 students (6.25%) chose never “discuss about the simple past tense out of college with their friends”. Table 4.26 (4.5) also shows up that none female students (0%) chose always “discuss about the simple past tense out of college with their friends”, 1 student (6.25%) often “discuss about the simple past tense out of college with their friends”, 9 students (56.25%) chose sometimes “discuss about the simple past tense out of college with their friends”, 6 students (37.5%) chose seldom “discuss about the simple pas tense out of college with their

friends”, none student (0%) chose never “discuss about the simple past tense out of college with their friends”

5. Environment

The data presents as the result of questionnaire toward factors that influence the mastery of simple past tense between male and female students . The data obtained are as follows:

Table: 4.25 (5.1)
There is no enough facility of teaching and learning process

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	3	0	18.75%	0%
2	Often	1	1	6.25%	6.25%
3	Sometimes	5	4	31.25%	25%
4	Seldom	6	7	37.5%	43.75%
5	Never	1	4	6.25%	25%
	Total	16	16	100%	100%

Table 4.27 (5.1) shows up that 3 male students (18.75%) chose always “no enough facility of teaching and learning process”, 1 student (6.25%) chose often “no enough facility of teaching and learning process”, 5 students (31.25%) chose sometimes “no enough facility of teaching and learning process”, 6 students (37.5%) chose seldom “no enough facility of teaching and learning process”, 1 student (6.25%) chose never “no enough facility of teaching and learning process”. Table 4.27 (5.1) also shows up that none female students of Junior High School (0%) chose always “no enough facility of teaching and learning process”, 1 student (6.25%) chose often “no enough facility of teaching and learning process”, 4 students (25%) chose sometimes “no enough facility of teaching and learning process”, 7 students (43.75%)

chose seldom “no enough facility of teaching and learning process”, 4 students (25%) chose never “no enough facility of teaching and learning process”.

Table: 4.26(5.2)

The good location of the classroom makes them comfortable in learning

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	11	9	68.75%	56.25%
2	Often	1	5	6.25%	31.25%
3	Sometimes	4	2	25%	12.5%
4	Seldom	0	0	0%	0%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.28 (5.2) shows up that 11 male students (68.75%) chose always “the good location of the classroom makes them comfortable in learning”, 1 student (6.25%) chose often “the good location of the classroom makes them comfortable in learning”, 4 students (25%) chose sometimes “the good location of the classroom makes them comfortable in learning”, none student (0%) chose seldom “the good location of the classroom makes them comfortable in learning”, none students (0%) chose never “the good location of the classroom makes them comfortable in learning”. Table 4.28 (5.2) also shows up that 9 female students (56.25%) chose always “the good location of the classroom makes them comfortable in learning”, 5 students (31.25%) chose often “the good location of the classroom makes them comfortable in learning”, 2 students (12.5%) chose sometimes “the good location of the classroom makes them comfortable in learning”, none students (0%) chose seldom “the good location of the classroom makes them comfortable in leaning”,

none students (0%) chose never “the good location of the classroom makes them comfortable in learning”..

Table: 4.27 (5.3)

Students repeat their simple past tense at home

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	4	1	25%	6.25%
2	Often	1	1	6.25%	6.25%
3	Sometimes	7	14	43.75%	87.5%
4	Seldom	2	0	12.5%	0%
5	Never	2	0	12.5%	0%
	Total	16	16	100%	100%

Table 4.29 (5.3) shows up that 4 male students (25%) chose always “repeat their simple past tense at home”, 1 student (6.25%) chose often “repeat their simple past tense at home”, 7 students (43.75%) chose sometimes “repeat their simple past tense at home”, 2 students (12.5%) chose seldom “repeat their simple past tense at home”, 2 students (12.5%) chose never “repeat their simple past tense at home”. Table 4.29 (5.3) also shows up that 1 female student (6.25%) chose always “repeat their simple past tense at home”, 1 student (6.25%) often repeat their simple past tense at home”, 14 students (87.5%) chose sometimes “repeat their simple past tense at home”, none students (0%) chose seldom “repeat their simple past tense at home”, none students (0%) chose never “repeat their simple past tense at home”.

Table: 4.28 (5.4)
The facilities of study are available in the classroom make them comfortable in learning process

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	6	9	37.5%	56.25%
2	Often	5	5	31.25%	31.25%
3	Sometimes	3	2	18.75%	12.5%
4	Seldom	2	0	12.5%	0%
5	Never	0	0	0%	0%
	Total	16	16	100%	100%

Table 4.30 (5.4) shows up that 6 male students (37.5%) chose always “the facilities of the classroom make them comfortable in learning process”, 5 students (31.25%) chose often “the facilities of the classroom make them comfortable in learning process”, 3 students (18.75%) chose sometimes “the facilities of the classroom make them comfortable in learning process”, 2 students (12.5%) chose seldom “the facilities of the classroom make them comfortable in learning process”, none students (0%) chose never “the facilities of the classroom make them comfortable in learning process”. Table 4.30 (5.4) also shows up that 9 female students (56.25%) chose always “the facilities of the classroom make them comfortable in learning process”, 5 students (31.25%) chose often “the facilities of the classroom make them comfortable in learning process”, 2 students (12.5%) chose sometimes “the facilities of the classroom make them comfortable in learning process”, none students(0%) chose seldom “the facilities of the classroom make them

comfortable in learning process”, none student (0%) chose never “the facilities of the classroom make them comfortable in learning process”.

Table: 4.29(5.5)
The decoration of classroom makes them comfortable in learning process

No	Alternative	Frequency		P (%)	
		Male	Female	Male	Female
1	Always	4	3	25%	18.75%
2	Often	2	1	12.5%	6.25%
3	Sometimes	9	9	56.25%	56.25%
4	Seldom	0	2	0%	12.5%
5	Never	1	1	6.25%	6.25%
	Total	16	16	100%	100%

Table 4.31 (5.5) shows up those 4 male students (25%) chose “The decoration of classroom always makes them comfortable in learning process”, 2 students (12.5%) chose “The decoration of classroom makes often makes them comfortable in learning process”, 9 students (56.25%) chose “The decoration of classroom makes sometimes makes them comfortable in learning process”, none student (0%) chose “the decoration of classroom makes them comfortable in learning process seldom makes them comfortable in learning process”, 1 students (6.25%) chose “The decoration of classroom never makes them comfortable in learning process”. Table 4.31 (5.5) also shows up that 3 female students (18.75%) chose “the decoration of classroom always makes them comfortable in learning process”, 1 students (6.25%) chose “the decoration of classroom often makes them comfortable in learning process”, 9 students (56.25%) chose “The decoration of classroom sometimes makes

them comfortable in learning process”, 2 students (12.5%) chose the decoration of classroom seldom makes them comfortable in learning process”, 1 students (6.25%) chose “The decoration of classroom never makes them comfortable in learning process”.

C. The Data Analyses

The Description of Research Variable

This research consists of two variables namely, variable X and variable Y. the variable X refers to male students on the mastery of simple past tense, and the variable Y refers to female students on the mastery of simple past tense.

There are two formulations of the problem which should be analyzed in this chapter as well as to find the answer of this research. The problems are as follows:

1. Is there any significant difference on the mastery of simple past tense between male and female students at the first years of MAS YPUI Teratak?
2. What factors influence difference on the mastery of simple past tense between the male and female students at the first years of MAS YPUI Teratak?

In order to know significant different the score of two groups and also to prove the hypothesis, the writer calculated the standard deviation of each sample by getting individual deviation score for the first formula. The students' score individual deviation is shown in the following formula:

To make the explanation more clearly in analyzing data, the research followed procedures bellow:

1. The first formula to find the score of each group, can be calculated by using the formula:

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

The mean score of male students

$$M_x = \frac{\sum fx}{N} = \frac{1076}{16} = 67.25$$

The mean score of female students

$$M_y = \frac{\sum fy}{N}$$

$$M_y = \frac{\sum fy}{N} = \frac{942.9}{16} = 58.93125$$

The mean score of male students is 67.25 while the mean score of female students is 58.931

2. The result of the standard deviation of each group is as follows:

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

The standard deviation of the graduates of Junior High School

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} \\ &= \sqrt{\frac{180513.44}{16} - \left(\frac{1076}{16}\right)^2} \end{aligned}$$

$$SD_x = \sqrt{11282.09 - (67.25)^2}$$

$$= \sqrt{11282.09} - 4522.5625$$

$$= \sqrt{6759.4375}$$

$$SD_x = 82.216345775$$

$$SD_x^2 = 6759.5529$$

The standard deviation of the graduates of Islamic Junior High School

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

$$= \sqrt{\frac{134476.25}{16} - \left(\frac{942.9}{16}\right)^2}$$

$$SD_y = \sqrt{8404.765625 - (58.93125)^2}$$

$$= \sqrt{8404.765625 - 3472.892227}$$

$$= \sqrt{4931.873398}$$

$$SD_y = 70.2272981$$

$$SD_y^2 = 4931.8315$$

The standard deviation of male students is 82.216 while the standard deviation of female students is 70.227.

Table.4.30
Sigma score mean standard deviation variance of the two groups

Male students	Female students
$\sum fx = 1076$	$\sum fy = 942.9$
$Mx = 67.25$	$My = 58.931$
$SDx = 82.2165$	$SDy = 70.227$
$SDx^2 = 6759.5529$	$SDy^2 = 4931.8315$

From the table above, it can be seen that there is a comparison of the mean score and standard deviation between male and female students. But, the comparison is not significant enough.

3. The significant difference of t- observe was calculated by using this formula

$$\begin{aligned}
 t_o &= \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{67.25 - 58.931}{\sqrt{\left(\frac{82.216}{\sqrt{16-1}}\right)^2 + \left(\frac{70.227}{\sqrt{16-1}}\right)^2}} \\
 &= \frac{8.319}{\sqrt{\left(\frac{82.216}{\sqrt{15}}\right)^2 + \left(\frac{70.227}{\sqrt{15}}\right)^2}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{8.319}{\sqrt{\left(\frac{82.216}{\sqrt{3.873}}\right)^2 + \left(\frac{70.227}{\sqrt{3.873}}\right)^2}} \\
&= \frac{8.319}{\sqrt{(21.228)^2 + (18.133)^2}} \\
&= \frac{8.319}{\sqrt{450.628 + 328.806}} \\
&= \frac{8.319}{\sqrt{776.488}} \\
&= \frac{8.319}{27.919}
\end{aligned}$$

$t_o = 0.2979613 = 0.298$. The result of the calculation of the t- test is 0.298.

4. The next formula is to find out the degree of freedom (df). The degree of freedom is to determine whether the t- test score is a significant value. To find out the degree of freedom.

$$\begin{aligned}
df &= N_x + N_y - 2 \\
&= 16 + 16 - 2 \\
&= 30
\end{aligned}$$

Explanation

df = The degree of freedom

N_x = The number of the graduates of Junior High School

N_y = The number of the graduates of Islamic Junior High School

2 = constant number.

The degree of freedom is 30. The t- table of 5% level of significant is 2.04 and the level of significant of 1% 2.75. While, the t- observe is 0.298. It can be read like this $2.04 > 0.298 < 2.75$. Since the t- observe is lower than that in the t- table, the null hypothesis is accepted. Consequently the alternative hypothesis is rejected. It means that there is no significant comparison on the mastery of simple past tense between male and female students.

After analyzing the tests, which were given to the students, the writer analyzed that there are some factors found dealing with students' mastery of simple past tense. As it has been mentioned in the previous chapter that there are two factors that influence someone in learning. The factors are: internal and external factors, internal factors consists of physical and psychological factors that refer to the learner's health, intelligence, attitude, talent, interest, motivation etc. While, external factors refer to his/her environment, family, society, and school.

CHAPTER V

CONCLUTIONS AND SUGGESTIONS

A. Conclusions

Based on the first formulation of the problem “is there any significant comparison on the mastery of simple past tense between male and female students?”, the writer concludes that based on statistical measurement, $t_o < t_t$ ($2,04 > 0.298 < 2,75$). It means that the first hypothesis (H_a) cannot be accepted while the second Hypothesis can be accepted. So, the result of the writers research provides that the female students have the same mastery of simple past tense with male students.

And then, the second formula of the problem “what factors that influence comparison on the mastery of simple past tense between male and female students?”, based on the result of this research, the writer concludes that the students of male and female have the same activities learning in simple past tense. It can be seen as follows:

1. They have the same English Teacher when they are studying.
2. They have the same opportunities when they are studying.
3. They have the same times when they are studying.
4. They have the same classroom when they are studying.

B. Suggestions

After revealing the problem that students' mastery of simple past tense between male and female, the writer would like to state her suggestions dealing with teaching and leaning . The suggestions are as follows:

1. The male and female students at the first year are as the foreign language learners. So that, they still need specific guidance to increase their ability on the mastery of simple past tense.
2. The students should practice simple past tense after studying at the class.
3. The students should remember Simple past tense rules so that they can do exercises well.
4. The Students should remember simple past tense rules so that they can make sentences correctly.

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