

**THE ABILITY IN UNDERSTANDING SIMPLE FUTURE
TENSE AT TENTH GRADE STUDENTS OF SENIOR HIGH
SCHOOL 3 JAMBI CITY**

A THESIS

**Submitted as a Partial Fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd.) in English Education**



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1. The thesis that I wrote with the title The Ability in Understanding Simple Future Tense at Tenth Grade Students of Senior High School 3 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution..
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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
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LETTER OF RATIFICATION

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MOTTO

**Sabbadānaṃ dhammadānaṃ jināti; Sabbarasaṃ dhammaraso jināti;
Sabbaratīṃ dhammaratī jināti; Taṇhakkhayaṃ sabbadukkhaṃ jināti.**

“The gift of Dhamma trumps all giving; The taste of Dhamma overcomes all tastes; The pleasure of Dhamma overcomes all pleasures; The destruction of desires overcomes all suffering.”

“Pemberian Dhamma mengalahkan semua pemberian; Rasa Dhamma mengalahkan semua rasa; Kesenangan Dhamma mengalahkan segala kesenangan; Hancurnya nafsu keinginan mengalahkan semua penderitaan.”

(Khuddaka Nikāya, Dhammapada XXIV: 354)

Vayadhamma saṅkhāra, appamādena sampadetha

“Everything that is conditioned will experience destruction, strive with full awareness.”

“Segala sesuatu yang berkondisi akan mengalami kehancuran, berjuanglah dengan penuh kesadaran.”

(Dīgha Nikāya: 16 (Mahāparinibbāṇa sutta))

ABSTRACT

Ardiansyah, Alberd A. 2022: The Ability in Understanding Simple Future Tense at Tenth Grade Students of Senior High School 3 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Dr. Yanti Ismiyati M.Pd. The Second Advisor Nurul Fitri, S.S., M.Hum.

The ability of students to understand the learning material is important. When students are able to understand the material given by the teacher, then they can apply the knowledge theoretically or in action. A simple way to check students' understanding or ability is through written assessments and student skills. This research was appointed to find out how far the students' ability in understanding grammar, in this case is the Simple Future Tense. This study uses quantitative as a research design and descriptive as research methodology. This study took a population of tenth graders at SMA 3 Jambi City in the 2021/2022 academic year and the sample was students in class X MIPA 6 in the 2021/2022 academic year. This study uses a test given to the respondents as a research instrument, then the results of the test are assessed and analyzed. The average value of the test obtained is 56.27. On the other hand, the value of the standard deviation obtained is 33.017. As a result, 11 respondents from the sample received the predicate "very good". 9 respondents received the "poor" predicate, followed by 5 respondents received the "very poor" predicate. 3 respondents received the predicate "good" and 2 respondents received the predicate "moderate". However, it should be noted that many errors occurred in the second part of the test where many of the respondents made a mistake in arranging one complete sentence with a percentage of 57.78% incorrect answers. This is inversely proportional to the test in the multiple choice section, where the percentage of correct answers reaches 77.33%. In addition, although 11 respondents received a very good predicate, the collective average value shown is not a satisfactory result and is still categorized as "moderate". The difference between the mean and standard deviation shows that the data obtained are heterogeneous with most of them being below the sample mean.

Keywords: Ability, simple future tense

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This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari University Jambi.

The author is aware that this thesis will not be completed on time if there is no help and support from various parties who are directly or indirectly involved. Therefore, the author would like to express his deepest gratitude to:

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Finally, as human being, the researcher who has many weaknesses and mistakes in making this thesis. any criticism or suggestions are very welcome to improve this thesis.

Jambi, 27th January 2022

The Researcher

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DEDICATION

Praise and gratitude I give to Sanghyang Adi Buddha – God Almighty because of His mercy and compassion I was able to complete my thesis entitled, "The Ability in Understanding Simple Future Tense at Tenth Grade Students of Senior High School 3 Jambi City".

In completing this thesis, I would like to thank my parents who I love very much. The first time I dedicate this thesis is to my father, Dermawan. Then I also dedicate this thesis to my mother, Surianti. Thank you for giving me your support and love so far.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The world of education in Indonesia is still faced with various very varied problems. The problems that arise are often directly related to the learning activities themselves. For example, the lack of teaching materials or learning resources in the form of books that provide material explanations to students. Another problem that arises is the occurrence of the COVID-19 pandemic that has hit all corners of the world. With the new situation, we, the Indonesian people, experience a rapid and sudden technological transformation. It is not surprising that in practice, the Indonesian people still experience stuttering for various reasons that are understandable.

With the various problems in the world of education, especially in Indonesia, there will certainly be various kinds of difficulties that can be experienced by various parties in the world of education, in particular, teachers and students. Teachers will have difficulty in preparing learning content which must now be adapted and made in digital form because conventional learning content cannot be done effectively considering the inadequate conditions. From the students' point of view, the difficulty of accessing learning content is one of the rational reasons. The majority of students in Indonesia have never used various online learning platforms (e-learning). Of course that's because the learning activities carried out are still conventional classes which require face-to-face meetings between teachers and students. Then, the ability to understand the slow

development of science and technology. It is undeniable that the majority of students (even adults) do not know the various platforms used to educate and the fact is that the majority of students in Indonesia think that learning is only limited to what has been taught in school. This is what causes the devices that students use are mostly used to play online games or are used for social media. No less important is the unequal internet service infrastructure in Indonesia. This clearly poses a problem, because in large cities there may not be significant problems, whereas in remote areas, even students and teachers have to struggle to get signals to deliver and receive learning content.

The difficulty that was discussed at this time is the difficulty of students in learning the teaching materials that have been given by the teacher. In this case the researcher will focus on the difficulty of understanding in learning English grammar. Grammar is a very important part of a language itself. Simply put, without a standard grammar, there will be a tendency for everyone to use different patterns so that it will confuse other people. Thus, grammar will be very crucial in a language in addition to other linguistic branches such as linguistics and pragmatics. With proficiency in understanding grammar, students will naturally be able to improve their skills in English. In general, we know that there are 4 (four) skills in English, namely reading, listening, writing, and speaking. Slight overlap, in some cases, the students are afraid to express themselves in English because they are afraid to use English wrong. Therefore, mastery of grammar will greatly help improve their language skills.

Referring to the curriculum used in Indonesia, namely the revised 2013 Curriculum or revised K13 launched by the Indonesian Ministry of Education and

Culture, the teacher's role is narrowed down to being a learning facilitator for students in the classroom. With this new role, it will be important if a teacher can provide learning concepts that can be understood by students. The teacher will conceptualize learning in a straightforward manner and the rest of the students will be active in exploring the concepts given which will then become new insights for students. However, it is inevitable that learning a foreign language will not be easy for the students. By learning the formal-national language used in various situations, students still have difficulty, let alone being added to a new language.

Based on the experience of the researcher, especially where researcher made observations, State High School 3 Jambi City, in general the majority of students still cannot fully understand the grammatical concepts they are learning, which the researcher then focused on understanding the use of the Simple Future tense .

In every difficulty that students experience, there will be certain reasons that influence them in how well they understand the concepts given to them and how far they can explore the related information. These difficulties may come from within them or caused by things that are around them. Given that grammar is one of the keys to mastering a language, the researcher considers this an important issue that deserves to be raised.

Based on the explanation above, the researcher is interested in conducting a research entitled “The Ability in Understanding Simple Future Tense at Tenth Grade Students of Senior High School 3 Jambi City”.

1.2 Identification of the Problem

The researcher attempts to formulate the difficulties as follows, based on the given description.:

1. The students have lack of understanding in grammar concept, especially how to use Simple Future tense.
2. The students are often not careful in using the simple future tense, especially when they have to change the form of the verb.
3. There are still very many students who mix terms from other tenses into the Simple Future tense, so that the resulting sentence is grammatically incorrect.

1.3 Limitation of the Problem

Regarding the background of the problem, the researcher focuses on the ability to understand the simple future tense, which means it could be which part of the tense they are most wrong in preventing them from understanding it at tenth grade students of Senior High School 3 Jambi City.

1.4 Formulation of the Research

Based on the research background described above, the formulation of the research is how is the ability of tenth grade students in Senior High School 3 Jambi City in understanding simple future tense?

1.5 Objectives of the Research

The purpose of this study is to describe the ability of the tenth graders at Senior High School 3 Jambi City in understanding the Simple Future Tense.

1.6 Significance of the Research

This research is supposed to have two major benefits, they are practical and theoretical benefits.

1. Theoretically

The results of this study are expected to contribute to the development of educational materials, enrich the literature review on understanding the use of correct grammar, thus providing a better understanding of students' ability to understand the simple future tense for class X students at SMA Negeri 3 Jambi City.

2. Practically

1. For the students as the subjects of this research, it is expected that the students would take the advantages of the research. They can overcome difficulties that arise and also improve their understanding.

2. For English teachers, it is hoped that teachers can find the limits of students' abilities and overcome them by providing better and informative learning content.

3. For other researcher, this research is supposed to give information or references to be developed for further studies, the researcher hoped that other researchers evaluated, revise, reconstruct, or modify this research and write further studies for other levels and objectives.

1.7 Definition of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follows:

1. Ability

Based on Rumelhart (1985), Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent.

2. Simple Future Tense

De Gruyter (2006) The future tense refers to the post-present in the sense that it locates a situation time in the post-present zone of the present time-sphere.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Ability

According to Hornby (2000:2), “Ability is the fact that somebody/something is able to do something”. If someone has ability, then she/he is considered to be doing something effectively or it is contrary. The ability can be obtained by the way of learning and practicing continuously.

According to Robbins (2007:58) capability consists of two factors, namely:

- 1) Intellectual ability is the skills needed to perform a variety of mental activity thinking, reasoning and problem solving.
- 2) Physical ability is the ability to perform tasks that require stamina, skill, strength, and similar characteristics.

Carroll (1993) divides the four ability components are as follows:

- 1) Phonetic coding ability is ability to perceive distinct sounds, associate a symbol with that sound and retain that association.
- 2) Grammatical memory is ability to recognize the grammatical function of a lexical element (word, phrase, etc) in a sentence without explicit training in grammar.
- 3) Associative memory is ability to learn associations between words in foreign language and their meanings and retain that association.
- 4) Inductive learning ability is ability to infer or induce rules governing the structure of a language.

From what has been stated above, the researcher concludes that ability is a condition in which a person does something. It can also be said as a person's skill to complete something that is given or assigned. There are intellectual abilities and physical abilities. All of these abilities can be obtained by learning and practicing in a certain way and/or method or technique with a certain intensity.

2.1.1 Factors of Ability

According to Ellis (1985), there are several factors which may affect a person's ability in learning a foreign language:

1) Personal Factors are divided into three parts as follows:

a) Group dynamics

Different students' levels of proficiency in mastering a foreign language might create competitiveness among classmates. This rivalry either pushes students to actively learn a foreign language in the classroom or it represses students, creating a fear of learning a foreign language.

b) Attitudes to the teacher and course material

Students' capacity to learn a foreign language is also influenced by the teacher's position in the classroom and the instructional materials utilized by students. Most students prefer to follow their own learning routes, such as in-class student-to-student contact or a democratic teaching approach. Students also prefer to use a range of materials rather than relying just on a textbook.

c) Individual learning techniques

Some students use their own learning techniques to motivate themselves to be able to use a foreign language. For example, students prepare and memorize

vocabulary lists such as dictionaries, students pick up vocabulary from paragraphs that are typically used in context, and they practice using vocabulary in sentences, conversations, games, and so on.

2) General Factors are divided into:

a) Age

Ellis (1985) says, "...children are better language learners than adults." It indicates that children have a stronger ability to learn languages than adults. Because we lose our ability to learn a foreign language as we get older. Despite this, some individuals have been able to acquire a foreign language and have advanced to higher degrees of competency.

b) Intelligence and Aptitude

The capacity to learn L2 is influenced by intelligence and aptitude. A learner with a high degree of intellect and aptitude can quickly grasp the application of L2. It is commonly employed in formal teaching methods for particular skills such as reading comprehension, dictation, and free writing, but it is seldom utilized in naturalistic SLA (Second Language Acquisition).

c) Cognitive Style

The way people perceive, process, organize, and retain information is referred to as cognitive style. It discusses the procedure for getting information (understanding of SLA).

d) Attitude and Motivation

Gardner and Lambert (1972) in Ellis (1985) define 'motivation' in terms of the L2 learner's overall goal or orientation, and 'attitude' as the persistence shown

by the learner in striving for a goal. If the learners have more or less motivation in learning L2, it will be shown in their attitude. Gardner and Lambert in Ellis (1985) divide motivation into integrative and instrumental. Integrative motivation occurs for learners who want to maintain their mother tongue when they learn a L2. It means they naturally learn L2 for having knowledge. Instrumental motivation occurs for learners who want to learn L2 for functional such as passing an examination, furthering career opportunities or facilitating study of another subject.

e) Personality

Personality refers to personal traits. In psychology, personalities divided into:

- 1) Extroversion and Introversion: Extrovert learns L2 rapidly than introvert because they have more contact with each other. The more we have contact with others, the more we can use language practically and become habitual.
- 2) Social skills: According to Strong in Ellis (1985) there are seven social styles but only 'talkativeness' and responsiveness' which easier in learning L2 rapidly because they have interacted with each other in using L2 practically.
- 3) Inhibition: Inhibition is negative factor that stated by Guiorain Ellis (1985). It determines the way of the learners in taking risk while learning L2 and turn leads to increased self-consciousness of learners in learning L2.

2.2 Concept of Teaching Grammar

2.2.1 Definition of Grammar

Grammar is a set of rules for modifying the form of words and connecting them into sentences in a language. Another grammatical definition:

By Ur (1991:4) as “the way language manipulates combines words (or bits of words) in order to form longer units of meaning.”

Crystal (2004) says, “Grammar is the structural foundation of our ability to express ourselves”.

The researcher can deduce from the definition above that grammar is the structure of a phrase with a time component.

2.2.2 Approach in Teaching Grammar

Approach in teaching grammar is divided into two kinds. They are deductive approach and inductive approach.

1) Deductive approach

A deductive approach starts with the presentation of a rule and is followed by example in which the rules are applied. Meanwhile, inductive approach, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language. From the explanations above, the researcher concludes that the differences between two approaches above are the way to explain the material. In deductive approach, the teacher gives the rule first.

Then, the students make an example based on the rule before. In inductive approach, the student should observe the example from the teacher. After that, they will know what the rule of this example before.

Some advantages of using a deductive approach to teach English grammar include simplicity and time savings, as the learning process focuses directly on the topic and students are aware of the material they will study. The deductive approach

also respects the intelligence and maturity of the learners, which is especially important for adult learners. It confirms many students' expectations about classroom learning, particularly for those with an analytical learning style, and lets the teacher to deal with linguistic points as they arise rather than anticipating and preparing them ahead of time.

Deductive approaches to teaching English grammar have certain drawbacks; they are challenging for some students, particularly young students, who lack sufficient meta-language or who cannot comprehend the abstract notion. The dominance of the teacher's explanation in the teaching and learning process may reduce the learners' interaction. As a result, the students become passive learners. The deductive technique causes students to forget their teacher's explanations.

Based on the foregoing, the researcher finds that the deductive approach is beneficial to some learners, particularly beginners. Because the majority of them are still having trouble grasping the abstract concept. They require more explanation from their teacher in order to comprehend the topic and the lesson's aim. However, because students only study relying on the teachers' explanations, this strategy can lead to learners becoming passive learners.

2) Inductive Approach

Inductive approach is similar to student center. Opposite with deductive approach, it means that inductive approach start with some examples which a rule is inferred⁵. If the teachers apply inductive approach, they do not give the rule directly to the learners. In this method, teacher stimulates students with give the example related to the material until students can catch what the material about.

The inductive technique, like the deductive approach, has some benefits and drawbacks. When a teacher employs inductive tactics, the rules are more recalled because the students try to observe the rule from the teacher beforehand. The kids' mental exertion will ensure that their cognitive depth is maintained. When compared to using a logical approach, students are more actively involved in the teaching and learning process. Students with strong pattern recognition and problem-solving skills may benefit from an inductive approach.

The downsides of employing this strategy are that it may take longer for students to find the rule than if they were taught using a deductive approach. The time and effort spent figuring out the rules may encourage learners to believe that learning the rules, rather than understanding the meaning, is the primary goal of language study. Learners may hypothesize the incorrect rule or have a broader or narrower comprehension than what is intended.

Based on the foregoing considerations, the researcher concludes that this strategy is beneficial to learners since it allows them to be more engaged and improve their analyzing skills. The students should be active participants in the learning process, with the teacher acting as a facilitator.

Regardless of the two ways described above, teachers can utilize either a deductive or an inductive strategy to teach learning. Because no single strategy will be appropriate for all grammar elements and for all learners, the instructor can combine the two ways above based on the students' learning styles.

In this research, the researcher used deductive approach, because the students in this class was appropriated used this approach.

2.3 Concept of Simple Future Tense

2.3.1 Definition of Simple Future Tense

According to Nordquist (2020) the simple future is a form of the verb that refers to an action or event that has not yet begun. The simple future is also used to make a prediction or to show ability, intention, or determination. Also called the future simple.

The simple future is stated by using the assisting verb will or will (or a contracted form of will or shall) in front of a verb's base form. (e.g., "I will arrive tomorrow"; "I won't leave on Wednesday").

2.3.2 Usage of Simple Future Tense

The usages of simple future tense are as follow:

- 1) To express predictions about future.

Example:

- a) It will rain tomorrow.
- b) Manchester City will be the EPL Champion this season.
- c) There will be flying taxis in 2050.

- 2) To express future decisions

Example:

- a) I will attend the meeting on Monday.
- b) I will join the party next week.
- c) Rudi will postpone the meeting.

- 3) To express promise or offer

Example:

- a) I will help you cook the meal.
 - b) I will pick you up tonight.
 - c) I will be there at 3 p.m.
- 4) To express actions that are not in our control

Example:

- a) Tomorrow will be Sunday.
- b) It will snow next month.
- c) The earthquake will be occurred in next hours.

2.3.3 Sentence Pattern of Simple Future Tense

The patterns of simple future tense are:

1. sentences with pattern will be

- a) Positive sentences:

(+) S + will be + adj/adv/n

Example: You will be a doctor.

- b) Negative sentence:

(-) S + will + not + be + adj/adv/n

Example: You will not be a doctor.

- c) Interrogative sentences:

(?) Will + S + be + adj/adv/n + ?

Example: Will you be a doctor?

- d) Negative- interrogative sentence:

(-?) Will not/Won't + S + adj/adv/n + ?

Example: Won't you be a doctor?

2. sentences with pattern Will:

a) Positive sentences:

(+) S + Will + V1 + Complement

Example: I will go to school.

b) Negative sentence:

(-) S + will not/won't + V1 + Complement

Example: She will not wash the dishes.

c) Interrogative sentences:

(?) Will + S + V1 + Complement + ?

Example: Will you attend the meeting?

d) Negative- interrogative sentence:

(-?) Will not/Won't + S + V1 + Complement + ?

Example: Won't they do their tasks?

3. Sentences with pattern be going to

a) Positive sentences:

(+) S + to be (is/am/are) + going to + V1 + Complement

Example: She is going to go to school.

b) Negative sentence:

(-) S + to be + not + going to + V1 + Complement

Example: They are not going to fish next week.

c) Interrogative sentences:

(?) To be + S + going to + V1 + Complement + ?

Example: Is Tony going to attend the party?

d) Negative- interrogative sentence:

(-?) Aren't/Isn't + S + going to + V1 + Complement + ?

Example: Aren't You going to join their club?

2.4 Previous Study

Studies that are related to this research had been conducted by other researchers that focused on Simple Future Tense. Those are: The first research was "*Error Analysis Found in Students' Writing Composition of Simple Future Tense*". It was conducted by Tira Nur Fitria in 2018. Error analysis is a method of investigating errors in the acquisition of a second or foreign language. This error analysis is part of a larger examination into the English language learning process. This study will look for the most common types of error analysis in students' writing compositions in terms of grammar, punctuation, and spelling, as well as the most common kind of error analysis in students' writing compositions in the simple future tense. The qualitative research method was utilized to obtain empirical data from the students' written work in this study. The data would be collected accurately using this way. The study's focus is on the written compositions of fifteen students from STIE AAS Surakarta's S1 Accounting class. The result of analysis shows that the students' error in writing composition of simple future tense consists of three aspects of writing. First, in grammar, punctuation and spelling. In grammar aspect, there are errors in some points of class word like in noun (21 data or 36,84 %), determiner/article (2 data or 3,51 %), pronoun (1 data or 1,75 %), preposition (15 data or 26,32 %) and verb (18 data or 31,58 %), then the most dominant error in grammar aspect is noun. Second, in punctuation (16 data or 17,20%). Third, in spelling (20 data or 21,51%). Based on the frequency of each aspect of error writing

shows that the most dominant error found in the students' writing composition is in the aspect of grammar as 57 data or 61,29.

The second previous research was "*The Correlation Between the Students' Knowledge of Present Perfect and Simple Future Tense on Their Ability in Doing Conversation of the Eighth Grade Students at SMP Negeri 3 Cilimus – Kuningan.*" It was conducted by Adi Wijaya Saputra. The study was conducted in 2013. Many teachers have problem to teach speaking because of some reasons. First, many teachers teach English in serious atmosphere. They prefer spending the time in class reading textbooks and writing assignments. They rarely devote their time to speak the language. Therefore, students do not have enough chances to practice speaking in the classroom. Furthermore, many English teachers have limited references and experiences in providing speaking activities in the classroom. Therefore, students do not pay attention to the activities as they do not enjoy the class. So that, the quality of teaching English in every level of education always gets a big attention. By choosing the right and suitable approach or method, it will facilitate in learning of English language skills. Practicing is necessary in learning second language. Conversation is one way to help students for speaking, because speaking is considered by many to be the single most important aspect of foreign language learning. The aims of the research are to know the students' knowledge of present perfect tense, to know the students' knowledge of simple future tense, and to know if there is positive and significant Correlation Between the students' knowledge of simple perfect and simple future tense on their ability in Doing conversation. The approach of the research in writing this thesis is using quantitative approach. It means that the data which will be achieved in particular forms are simplified by

number, consequently, they can be measured and interpreted by means of using statistical analysis. The techniques of collecting the data is by using test. The population of the eighth-grade students is in number of 128 students. Because he number of population is more than 100 students, so the sample was taken 25% from the number of population namely, $25/100 \times 128 = 32$ students. The sample was taken at purposive of 4 classes. The writer took 8 students from each class. Consist 4 male students and 4 female students. The analysis of data obtained correlation coefficient of 0,60, the value is included into a sufficient correlation. And determination coefficient shows 36%, while 64% is determined by the other factor. In short, it can be considered that there is a correlation between the students' knowledge of present perfect and simple future tense on their ability in Doing conversation. The analytical results obtained by testing the hypothesis H_0 is rejected and H_a is accepted so that it can be concluded that there is the correlation between the students' knowledge of present perfect and simple future tense on their ability in Doing conversation.

The third previous research was done by Masrufatul Fitriyah. Their research was conducted in 2016 entitled "*The Use of Paper Airplane Game in Teaching Simple Future Activities to Improve Students' Speaking Skills*". The objective of this study was to find out whether there was any significant different in the result of Paper Airplane Game in teaching and learning of simple future tense of students' speaking skills in the tenth Grade Students of MA Raudlatusy Syubban Sekarjalak Pati in the academic year of 2015/2016. They researcher used quasi experimental method and chose two classes as the sample, they were: X2 grade as experimental class with 31 students and X-3 grade as control class with 22 students. In this study,

the researcher collected the data in three steps: pre-test, treatment, and post-test to look for the data, then were analyzed by using SPSS for Windows Version 16.0. The mean score of this study showed that there was a significant difference in the result of pre-test and post-test in both groups. The mean of pre-test in experimental group was 53.10 and the mean of post-test in experimental group was 77.45. Whereas the mean of pre-test in control group was 48.77 and the mean of the post-test in control group was 63.27. Based on independent t-test, t-value was higher than t-table ($5.491 > 2.008$) and the significant score was 0.000 (< 0.05). It means that there was a significant difference in the student's skills achievement between the experimental and control group. So, it could be concluded that H1 was accepted and H0 was rejected, meaning that the use of paper airplane game was effective in teaching simple future tense to improve students' speaking skills.

The previous studies above indicate that the simple future tense is indeed a topic that is rarely studied by many people. From what has been researched by previous researchers, they have the same main theme, namely the simple future tense and some discuss the use and analysis of the error. But, here, the researcher will take a different perspective on the simple future tense. The researcher will take a point of view about what are the difficulties for students to understand the concept of the simple future itself. Thus, the researcher is interested in taking the topic entitled "The Difficulties in Understanding the Concept of Simple Future Tense at Tenth Grade Students of Senior High School 3 Jambi City".

2.5 Conceptual Framework

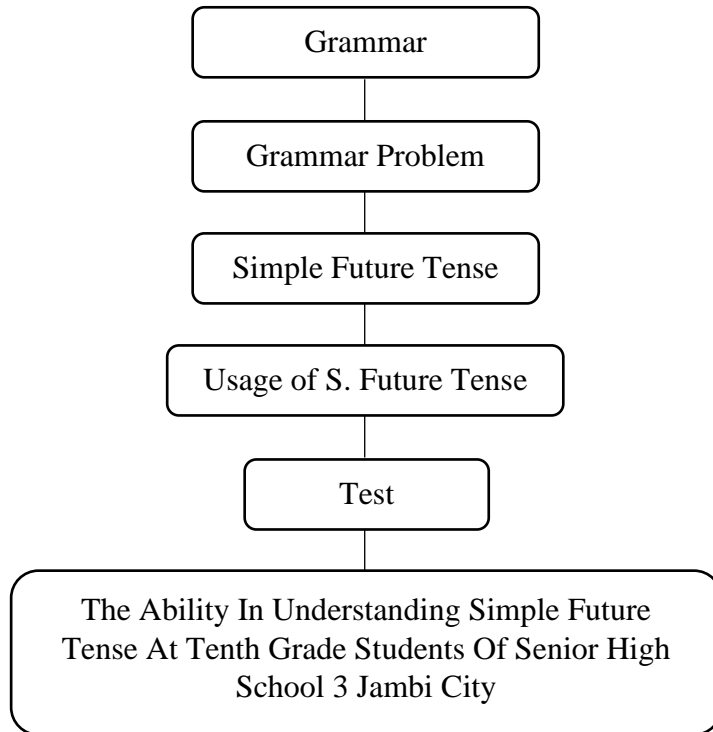
This study focuses on students' difficulties in understanding the concept of using the simple future tense in this case is the use of the simple future tense. The first way to observe this research is by giving a test about the simple future tense to the students.

Then, the students take the test within a certain time in class. In general, they will follow the length of class hours, which is 2x40 minutes in 1-2 meetings (depending on the school system, whether it still applies the capacity of 50% of incoming students or not).

Then, the researcher assessed each answer from the students in the form of a concrete score. Then, analyze the data generated through the test. From the results obtained quantitatively, the researcher will describe the findings in the form of a description to find and conclude what difficulties are faced by students in understanding the simple future tense. The framework of this study describes in the scheme below.

Figure 1

Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher chose quantitative as a research design and descriptive as research methodology of this study. Quantitative research, according to Creswell (2014), is a method for investigating the relationship between variables in order to test objective theories. These variables can then be measured using instruments, resulting in numbered data that can be examined using statistical processes. According to Matthews and Ross (2010), quantitative research methods are mostly used to acquire structured data that can be represented quantitatively.

According to Gay et al (1992: 217), descriptive research is concerned with the current state of the study's subject, and it entails gathering data in order to test hypotheses and answer questions. According to Atmowardoyo (2018: 198), descriptive research is defined as a study method that is used to accurately describe existent occurrences. In a nutshell, descriptive research entails characterizing the persons, phenomena, and processes involved in the study. Using descriptive approach, the researcher can concentrate on studying the study's subject according to phenomena in order to obtain correct evidence.

Based on the opinions of experts, the researcher concludes that descriptive quantitative research is a research design and methodology that uses a series of numerical data to describe the existing findings and is clarified by descriptions that explain the findings in narrative form. In this research, the researcher uses descriptive research because the researcher describes which parts are the students' difficulties in understanding the Simple future tense and what factors follow.

3.2 Population and Sample

3.2.1 Population

According to Arikunto (2014) population is the number of all the subjects who are investigated. The population of this research is the tenth grade students of Senior High School 3 Jambi City in academic year 2021/2022. There are 8 classes at the tenth grade which consist of 28-34 students for each class.

Table 1.
Population of the Research

No.	Class	Population
1	X MIPA 1	32
2	X MIPA 2	30
3	X MIPA 3	30
4	X MIPA 4	30
5	X MIPA 5	30
6	X MIPA 6	30
7	X MIPA 7	30
8	X MIPA 8	31
Total:		243

Source: Administration of SMA N 3 Kota Jambi

3.2.2 Sample

Sample is a smaller group of population (Arikunto, 2014). The sample of this research is students from X MIPA 6 in academic year 2021/2022. The researcher determines the sample by using cluster sampling.

According to Burke and Christensen (2014: 359), cluster sampling is a type of sampling in which single-unit elements (such as individual students, teachers,

counselors, and administrators) are randomly selected rather than clusters (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities, households, and city blocks).

In this case, the researcher used one-stage cluster sampling. One-stage cluster sampling is a set of clusters is randomly selected from the larger set of all clusters in the population (Burke & Christensen, 2014). So, the population of this research is the 10th grade students at State Senior High School 3 Jambi City. Thus, the cluster obtained from the population is the Department of Science with various classes. Thus, the researcher took a random sample from the cluster, the students in class X MIPA 6.

Table 2.
Sample of the Research

No	Class	Students		Total
1	X MIPA 6	MALE	FEMALE	30
		11	19	

Source: Administration of SMA N 3 Kota Jambi

3.3 Technique of Data Collection

This study will use the test as research instrument to collect the data to know the ability in understanding simple future tense. The result of the test will show the ability in understanding simple future tense.

3.3.1 Test

According to Borg (1991: 271), test is an instrument for assessing individual differences along one or more that given a dimension of behavior. Meanwhile, according to Brown (1994: 384), test in plain words is a method to measure a person's

ability or knowledge in a given domain which a numerical score can be assigned. Based on several expert opinions about the test, the researcher concludes that the test is a set of techniques, procedures, and items used to assess the ability of individual differences as long as one or more numerical scores can be given.

According to Phillips (2020) the ideal number of questions is around 20-25 questions. In this study, the researcher provided a test that contains 25 questions, which in it will discuss the Simple Future Tense. Where in the questions that will be provided will present the grammar used to express a plan or intention to be carried out in the future using auxiliary will and also be going to. The details of the questions given are 10 multiple choice and 15 of them are questions that require long answers.

The researcher adopted the questions used in this test through a book entitled "*Basic English Grammar*" by Betty Scramper Azar and several minor sources from the internet. From the book, the researcher took 15 test questions in the form of long answers. Long answer questions are given to measure how students make complete simple future tense sentences based on the questions given. Meanwhile, the remaining 10 other test questions were taken from various sources that the researcher had adapted from a website named "*Perfect English Grammar*" by Seonaid for this research. Multiple-choice questions are used to determine students' understanding of the simple future tense in general.

3.3.2 Likert Scale

According to Jamieson (2017), Likert scale, rating system, used in questionnaires, that is designed to measure people's attitudes, opinions, or perceptions. Subjects choose from a range of possible responses to a specific

question or statement; responses typically include “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree.” Often, the categories of response are coded numerically, in which case the numerical values must be defined for that specific study, such as 1 = strongly agree, 2 = agree, and so on. The Likert scale is named for American social scientist Rensis Likert, who devised the approach in 1932.

The size of a Likert scale may vary. Traditionally, researchers have employed a five-point scale (e.g., strongly agree, agree, neutral, disagree, strongly disagree). A larger scale (e.g., seven categories) could offer more choices to respondents, but it has been suggested that people tend not to select the extreme categories in large rating scales, perhaps not wanting to appear extreme in their view. Moreover, it may not be easy for subjects to discriminate between categories that are only subtly different. On the other hand, rating scales with just three categories (e.g., poor, satisfactory, good) may not afford sufficient discrimination. An even number of categories, as in a four-point or six-point Likert scale, forces respondents to come down broadly “for” or “against” a statement. So the researchers used a Likert scale with a five-point scale, which consisted of "very good", "good", "moderate", "poor", and "very poor".

Table 3
Likert Scale Description

Interval	Description
0-20	Very Poor
21-40	Poor
41-60	Moderate
61-80	Good
81-100	Very Good

3.4 Technique of Data Analysis

After the data collection is complete, the researcher will analyze the data found. The data that will enter comes from the tests given to the students who are sampled in this study. Tests will be given to students in the form of multiple-choice and long answer questions in English format.

The primary data used are the results of tests carried out by students. The test is given to find out exactly which parts are difficult for students in understanding the simple future tense. Then, the interview will be used as supporting data and also as a basis for finding out the source of the students' problems. With these two methods, researcher can find out whether the resulting data support or contradict each other.

The test is used to show students' understanding of the simple future tense itself. There are 10 multiple-choice questions in this test. The questions in the form of multiple-choice are used to see students' general understanding of the simple future tense. While the remaining 15 questions are questions that require long answers. The students will be asked to compose a complete simple future tense sentence based on the conditions and commands given. The errors in this test will

show how much difficulty they have in understanding the use of the simple future tense.

To get quantitative result, the data would calculate and draw up in the table as follow:

$$\text{Score} = \frac{\text{correct answer(s)} \times 100}{\text{number of test/question}}$$

After that, the researcher uses the formula for counting the students percentage as follow:

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

P: Percentage

F: The total number of subjects made mistake

N: The total number of the subjects

After the researcher calculating the score, the researcher has to look for the mean of the score, the mean formula as follow:

$$\bar{x} = \frac{fi}{f}$$

\bar{x} = Mean/Average

Fi = Sum of the value/score

F = Total of data/respondents

Then, the researcher calculating the standard deviation with this formula:

$$s = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{n}}{n - 1}}$$

S = Standard deviation

n = Total of data/respondents

y^2 = The value of the square of the amount of data

y = Total data value

After analyzing the data quantitatively, the researcher grouped the data based on the Likert scale used. Then do a descriptive analysis of the test results. That is, after being analyzed in the form of numbers or analyzed quantitatively, the test results are then re-analyzed, summarized and written in narrative form. Then, later the researcher can conclude what are the students' difficulties in understanding the simple future tense.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

This research was carried out to students in class X MIPA 6 Senior High School 3 Jambi City in the 2021/2022 academic year. The researcher conducted research for 2 (two) weeks to find data and facts regarding the students' ability in understanding the simple future tense. This research was conducted on 11 male students and 19 female students in the sample class. The research was carried out for 2 (two) weeks to be precise on January 10th, 2022, and January 17th, 2022.

Researcher described the results of the study below. The researcher used a test as a tool used to obtain data which consisted of 10 multiple choice questions which functioned to determine the general knowledge of students about the use of the simple future tense; then there are 15 long answers where students are asked to make simple future tense sentences based on the situations given in the question, this is intended to find out how capable the students are to use the simple future tense in a broad context and their ability to make sentences grammatically correct. The results of this test has been analyzed further about the difficulties of the students in understanding the simple future tense.

4.1.1 Students' Ability in Understanding Simple Future Tense

The percentages shown in this section are a summary or general description of students' difficulties in understanding the simple future tense obtained through a test given to 30 students belonging to class X MIPA 6 at Senior High School 3 Jambi City. Each student is given 25 questions each which consists of 10 multiple

choice and 15 long answer questions. The results or general descriptions of the tests that have been given are described in the table below.

Table 4.
Percentage of Students' Test

Type Of Questions	Number of Correct	Percentage	Number of False	Percentage	Total Questions
Multiple Choice	232	77,33%	68	22,67%	300
Long Answer	190	42,22%	260	57,78%	450
Total	422	56,27%	328	43,73%	750

From 30 respondents found quite varied results, where for the multiple-choice section the total correct answer was 232 out of 300 questions, which had a percentage of 77,33%. And the wrong answers are 68 and have a percentage of 22,67%. The less desirable thing appears in the long answer section where there are only 190 correct answers out of 750 questions in total, which has a percentage of 42,22%. And there are 260 wrong answers so it has a percentage of 57,78%. Overall, the average percentage of correct answers is 56,27% and wrong answers are 43,73% of the total question.

From the tests that have been given, the lowest score from the students is 8 and the highest score is 100. 2 students get a score of 8, and 5 students get a score of 100. So the average overall score of the sampled class is 56,27. The average is obtained by adding up all the scores obtained by 30 students and dividing by the number of students in the sampled class. The total value of the sample class is 1688 and divided by the number of students, 30, then the average value (mean) is 56,27.

Table 5.
List of Results of Students' Test

No.	Nick Name	Score	Multiple Choice (True Answers)	Long Answer (True Answers)	Score (Squared)
1	Student 1	12	3	0	144
2	Student 2	100	10	15	10000
3	Student 3	92	9	14	8464
4	Student 4	36	9	0	1296
5	Student 5	52	4	9	2704
6	Student 6	36	9	0	1296
7	Student 7	28	7	0	784
8	Student 8	100	10	15	10000
9	Student 9	100	10	15	10000
10	Student 10	28	7	0	784
11	Student 11	88	9	13	7744
12	Student 12	56	8	6	3136
13	Student 13	40	10	0	1600
14	Student 14	84	8	13	7056
15	Student 15	52	10	3	2704
16	Student 16	80	10	10	6400
17	Student 17	72	8	10	5184
18	Student 18	32	8	0	1024
19	Student 19	16	4	0	256
20	Student 20	24	6	0	576
21	Student 21	72	10	8	5184
22	Student 22	32	8	0	1024
23	Student 23	100	10	15	10000
24	Student 24	96	9	15	9216
25	Student 25	8	2	0	64
26	Student 26	92	10	13	8464
27	Student 27	32	8	0	1024
28	Student 28	100	10	15	10000
29	Student 29	20	5	0	400
30	Student 30	8	1	1	64
Total		1688	233	190	126592

From the table above, the researcher can calculate the average of the results or test scores of the students as follows:

$$\bar{x} = \frac{fi}{f}$$

$$\bar{x} = \frac{1688}{30}$$

$$\bar{x} = 56,27$$

Then, the standard deviation,

$$s = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{n}}{n - 1}}$$

$$s = \sqrt{\frac{126592 - \frac{(1688)^2}{30}}{30 - 1}}$$

$$s = \sqrt{\frac{126592 - \frac{2849344}{30}}{29}}$$

$$s = \sqrt{\frac{126592 - 94978,13}{29}}$$

$$s = \sqrt{\frac{31613,87}{29}}$$

$$s = \sqrt{1090,133}$$

$$s = 33,01717$$

Then, the researcher grouped the respondents' scores into a Likert scale using certain intervals as described above. The following table is created based on the summary of the data above.

Table 6
Students' Grade Grouping

Interval	Description	Number of Students
0-20	Very Poor	5
21-40	Poor	9
41-60	Moderate	3
61-80	Good	2
81-100	Very Good	11
Total		30

From the data above, the standard deviation can be obtained to determine how far the deviation of the value of the sample data is from the average value of the sample. The standard deviation value obtained from the data above is 33,01717. The difference in the value of the standard deviation of the mean or average value is 23,2495.

From the data that has been obtained previously, the average value of the sample class is 56,27. Where based on grouping using a Likert scale, the majority of students in the class obtained the predicate "very good". Followed by the predicate "poor" in the second position. This shows that there is a gap in the achievement of students in the classroom. The students' inability was dominated in the second part of the test, namely how to make complete sentences in the simple future tense.

4.2 Discussions

Based on the instrument used in this study, namely the test. It was found that the students of class X MIPA 6 at SMA Negeri 3 Jambi City in general still had difficulties in mastering the simple future tense. Which is dominated by the part where they are asked to make complete sentences using the simple future tense.

One example of an error that often occurs is that students use different tenses rules, such as the simple present tense. This is evidenced by one of the students who made the sentence "I went to the bookstore". To express future events. Which, the correct answer is "I am going to the bookstore". Then, a common mistake is to combine the use of "will" and "going to". As in the following example, "I will go to take them to the laundromat". It should be "I will take them to the laundromat" or "I am going to take them to the laundromat". Inappropriate use of "will be" is also common. As found in this case "I will be at major in psychology". This answer is not correct, because it should be made like "I will major in psychology" or "I am going to major in psychology". This is enough to illustrate that some students have problems with their understanding of the simple future tense. Other evidences can be seen in the appendices. In general, this evidence is sufficient to support the numerical data obtained after processing the research instrument.

In determining each number that appears in this study, the researcher used tests and assessments to get the respondents' scores in real terms. Then calculate the average (mean) of the sample used by adding up all the respondents' values which were then divided by the number of respondents. So, the average value obtained is 56,27.

The standard deviation was searched by taking the root of the respondents' values squared and adding up, and it is found that 126592. Which was then subtracted by the total number of respondents divided by the number of respondents, the number was 94978,13. The result of the reduction was 31613,87. Then the result of the reduction was divided again by the number of respondents

minus one. So that the result obtained was, 1090,133. The result of the division was then rooted, then the result was 33,01717 or it can be shortened to 3,017 or 3,02.

After being grouped using a Likert scale, it was found that 11 respondents from the sample class received the "very good" predicate because they had a score above 80. 2 respondents from the sample class received the "good" predicate. Meanwhile, those who received the "moderate" predicate were 3 respondents from the sample class. Followed by 9 respondents getting the predicate "poor". And 5 respondents received the predicate "very poor". Based on the number of respondents, the respondents with the "very good" predicate had the highest number, followed by the respondents with the "poor" predicate. In third place, there are respondents with the predicate "very poor". The fourth and fifth ranks, respectively, are occupied by respondents with the predicate "good" and "moderate".

Based on the data that has been obtained by the researcher, students have difficulty in making complete sentences of the simple future tense. This is illustrated by the large percentage of errors made by students which exceeds 50%, precisely 57.78% of the answers from students are wrong and only 42.22% are correct. This is inversely proportional to the way students determine the right aids and expressions in the multiple choice section with the correct number of questions being tested, to be precise 77.33% of students answered correctly. The standard deviation value obtained shows the number 33,01717 while the average value of the students is 56.27. The standard deviation of the mean is 23.2495, quite far from the mean value. This illustrates that the scores obtained by students tend to be heterogeneous and most of them are below the sample average.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After the researcher conducted research and analyzed data using the selected instrument to the students in class X MIPA 6 Senior High School 3 Jambi City. With research that focuses on students' ability in understanding the simple future tense, in general, it can be concluded that:

1. The difficulty of students, in general, is in making complete sentences or complete sentences using the simple future tense. After being calculated based on the data that has been obtained, 57,78% of the sample determined to be unable to make grammatically correct complete sentences which are reviewed based on the rules for using the simple future tense.
2. The average value (mean) of the students who became the sample was 56,27. The standard deviation value is 33,01717. Therefore the nature of the sample data is heterogeneous with the majority being below the mean value. Then, the average value of the sample is said to be lower than the value that is the minimum completeness criteria set by the school, which is 70.
3. Based on the grouping of respondents based on the results obtained, 11 respondents received the predicate "very good". 9 respondents received the predicate "poor". 5 respondents received the predicate "very poor". 3 respondents received the predicate "good" and 2 respondents received the predicate "moderate".

5.2 Suggestions

Based on the conclusions above, the researcher gave the following suggestions:

1. Teachers

The results of this study are a reflection of the students' abilities, in which the teaching teachers should pay more attention to grammatical aspects and ensure that students understand them with various methods that can be used by teachers. The teacher plays a big role in ensuring students' understanding of a learning topic.

2. Students

For students, the results obtained in this study can be used as a reflection to correct themselves and understand each other's inabilities. The researcher hopes that the students will be able to recognize their respective incompetence and be brave enough to find a way out of the problem.

3. Future Researchers

For future researchers, this research is only limited to finding what the students have difficulty in understanding the simple future tense. Furthermore, future researchers can look for the causes of the difficulties that have been disclosed in this study. So the nature of the research is to complement this research.

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APPENDIX I

LIST OF STUDENTS' TEST

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week.
 - a. Will going
 - b. Is going to going
 - c. Will go
 - d. Is going
 - e. Are going to going

2. Agus : _____ you going to go to school tomorrow?
Ida : Yes, _____.
 - a. Are, I am
 - b. Will, I will
 - c. Are, I will
 - d. Am, I am
 - e. Will, I am

3. Joan thinks the Conservatives _____ the election.
 - a. will win
 - b. will be won
 - c. are going to be won
 - d. will be win
 - e. is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

- a. I am eating at my home.
- b. I will cooking for you.
- c. I am going to go to school.
- d. I would like to invite you to my party at my home.
- e. I would like to invite you to my party at my home.

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

- a. I am helping my brother doing our project.
- b. I am going to help my brother doing our project.
- c. I will be go help my brother
- d. I was helping my brother
- e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

- a. Is
- b. Are going to be
- c. Are

d. Will

e. Will be

7. We _____ as soon as possible.

a. will returned

b. are going to return

c. is going to be returned

d. is going to return

e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas.

a. will writing

b. will be write

c. am going to write

d. is going to write

e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

a. will turn

b. is going to turn

c. are going to turn

d. shall be turn

e. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

d. Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions.

Call the manager	Go to the bookstore	See a dentist
Call the police	Go to an Italian restaurant	Stay in bed today
Get something to eat	Lie down and rest for a while	Take a long walk in the park
Go to the beach	Look it up in my dictionary	Take it to the post office
Go to bed	Major in psychology	Take them to the laundromat

1. I need to buy a book.

I _____

2. It's midnight now. I am sleepy.

I _____

3. Sue is hungry.

She _____

4. My clothes are dirty.

I _____

5. I have a toothache.

I _____

6. I'm writing a composition. I don't know how to spell a word.

I _____

7. George has to mail a package.

He _____

8. It's a nice day today.

Mary and I _____

9. Sue and I want to go swimming.

We _____

10. I have a headache.

I _____

11. It's late at night. I hear a burglar!

I _____

12. I want to be a psychologist. When I go to the university,

I _____

13. I feel terrible. I think I'm getting the flu.

I _____

14. Ivan and Natasha want to go out to eat.

They _____

15. Rosa lives in an apartment. There's a problem with the plumbing.

She _____

APPENDIX II
DOCUMENTATION





APPENDIX III
STUDENTS' TEST SCORES

Name : Nadhea Salsabila

Class : X MIPA 6

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week

a. Will going

b. Is going to going

c. Will go

d. is going

e. Are going to going

$$\begin{aligned} I &= \frac{10}{10} \\ II &= \frac{3}{15} \end{aligned}$$

52

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

a. Are, I am

b. Will, I will

c. Are, I will

d. Am, I am

e. Will, I am

3. Joan thinks the Conservatives _____ the election.

a. will win

b. will be won

c. are going to be won

d. will be win

e is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

a I am eating at my home.

b I will cooking for you.

c. I am going to go to school.

~~X~~ I would like to invite you to my party at my home.

~~X~~ I would like to invite you to my party at my home

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

a. I am helping my brother doing our project.

~~X~~ I am going to help my brother doing our project.

c. I will be go help my brother

d. I was helping my brother

e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

~~X~~ Is

b Are going to be

- c. Are
- d. Will
- e. Will be

7. We _____ as soon as possible.

- a. will returned
- b. are going to return
- c. is going to be returned
- d. is going to return
- e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas.

- a. will writing
- b. will be write
- c. am going to write
- d. is going to write
- e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

- a. will turn
- b. is going to turn
- c. are going to turn

d. shall be turn

e. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions

Call the manager	Go to the bookstore	See a dentist
Call the police	Go to an Italian restaurant	Stay in bed today
Get something to eat	Lie down and rest for a while	Take a long walk in the park
Go to the beach	Look it up in my dictionary	Take it to the post office
Go to bed	Major in psychology	Take them to the laundromat

1. I need to buy a book.

X I am go to the bookstore

2. It's midnight now. I am sleepy.

X I stay in the bed

3. Sue is hungry.

X She go to ~~an Italian restaurant~~.
get something to eat.

4. My clothes are dirty.

X I take them to the laundromat

5. I have a toothache.

I am going to see a dentist

6. I'm writing a composition. I don't know how to spell a word.

X I look it up in my dictionary

7. George has to mail a package.

✓ He is going to take it to the pos office.

8. It's a nice day today.

✓ Mary and I going to take a long walk in the park

9. Sue and I want to go swimming.

✓ We are going to the beach

10. I have a headache.

X I go to rest for a while.

11. It's late at night. I hear a burglar!

X I go to call the police.

12. I want to be a psychologist. When I go to the university,

X I go to major in psychology

13. I feel terrible. I think I'm getting the flu.

X I go to the bed

14. Ivan and Natasha want to go out to eat.

X They go to italian restaurant

15. Rosa lives in an apartment. There's a problem with the plumbing.

X She _____ hehe.

Name : M Rizky Nabila

Class : X MIPA 6

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week.

- a. Will going
- b. Is going to going
- c. Will go
- d. Is going
- e. Are going to going

I = 2/10

II = 15/15

96

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

- a. Are, I am
- b. Will, I will
- c. Are, I will
- d. Am, I am
- e. Will, I am

X

3. Joan thinks the Conservatives _____ the election.

- a. will win
- b. will be won
- c. are going to be won
- d. will be win

e. is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

a. I am eating at my home.

b. I will cooking for you.

c. I am going to go to school.

d. I would like to invite you to my party at my home.

~~e.~~ I would like to invite you to my party at my home

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

a. I am helping my brother doing our project.

b. I am going to help my brother doing our project.

c. I will be go help my brother

d. I was helping my brother

e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

a. Is

b. Are going to be

- c. Are
- d. Will
- Will be

7. We _____ as soon as possible.

- will returned
- b. are going to return
- c. is going to be returned
- d. is going to return
- e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas.

- a. will writing
- b. will be write
- am going to write
- d. is going to write
- e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

- will turn
- b. is going to turn
- c. are going to turn

d. shall be turn

e. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions.

Call the manager	Go to the bookstore	See a dentist
Call the police	Go to an Italian restaurant	Stay in bed today
Get something to eat	Lie down and rest for a while	Take a long walk in the park
Go to the beach	Look it up in my dictionary	Take it to the post office
Go to bed	Major in psychology	Take them to the laundromat

1. I need to buy a book.

✓ I will go to the bookstore

2. It's midnight now. I am sleepy.

✓ I will go to bed

3. Sue is hungry.

✓ She is going to get something to eat

4. My clothes are dirty.

✓ I am going to take them to the laundromat

5. I have a toothache.

✓ I am going to see a dentist

6. I'm writing a composition. I don't know how to spell a word.

I will look it up in my dictionary

7. George has to mail a package.

✓ He will be taking it to the post office

8. It's a nice day today.

✓ Mary and I are going to take a long walk in the park

9. Sue and I want to go swimming.

We will go to the beach

10. I have a headache.

✓ I am going to lie down and rest for a while

11. It's late at night. I hear a burglar!

✓ I am going to call the police

12. I want to be a psychologist. When I go to the university,

✓ I am going to major in psychology

13. I feel terrible. I think I'm getting the flu.

✓ I am going to stay in bed today

14. Ivan and Natasha want to go out to eat.

They will be going to an Italian restaurant

15. Rosa lives in an apartment. There's a problem with the plumbing.

She is going to call the manager

Name : Najwa alya Rizani

Class : X MIPA 6

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week.

- a. Will going
- b. Is going to going
- c. Will go
- d. is going
- e. Are going to going

$$\begin{aligned} I &= 8/10 \\ II &= 19/15 \end{aligned} = 72$$

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

- a. Are, I am
- b. Will, I will
- c. Are, I will
- d. Am, I am
- e. Will, I am

3. Joan thinks the Conservatives _____ the election.

- a. will win
- b. will be won
- c. are going to be won
- d. will be win

e is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

- a. I am eating at my home.
- b. I will cooking for you.
- c. I am going to go to school.
- d. I would like to invite you to my party at my home
- e. I would like to invite you to my party at my home.

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

- a. I am helping my brother doing our project.
- b. I am going to help my brother doing our project.
- c. I will be go help my brother
- d. I was helping my brother
- e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

- a. Is
- b. Are going to be

- c. Are
- d. Will
- Will be

7. We _____ as soon as possible.

- will returned
- b. are going to return
- c. is going to be returned
- d. is going to return
- e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas

- a. will writing
- b. will be write
- c. am going to write
- d. is going to write
- e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

- a. will turn
- b. is going to turn
- c. are going to turn

~~X~~ shall be turn

c. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

~~X~~ Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions.

Call the manager ✓	Go to the bookstore ✓	See a dentist ✓
Call the police ✓	Go to an Italian restaurant ✓	Stay in bed today ✓
Get something to eat ✓	Lie down and rest for a while ✓	Take a long walk in the park ✓
Go to the beach ✓	Look it up in my dictionary ✓	Take it to the post office ✓
Go to bed ✓	Major in psychology ✓	Take them to the laundromat ✓

1. I need to buy a book.

✓ I will go to the bookstore

2. It's midnight now. I am sleepy.

✓ I will go to bed

3. Sue is hungry.

~~X~~ she is get something to eat

4. My clothes are dirty.

✓ I will take them to the laundromat

5. I have a toothache.

✓ I am going to see dentist

6. I'm writing a composition. I don't know how to spell a word.

✓ I am going to look it up in my dictionary

7. George has to mail a package.

X He is take it to the post office

8. It's a nice day today.

✓ Mary and I are going to take a long walk in the park

9. Sue and I want to go swimming.

X We go to the beach

10. I have a headache.

✓ I will lie down and rest for a while

11. It's late at night. I hear a burglar!

✓ I will call the police

12. I want to be a psychologist. When I go to the university,

✓ I will major in psychology

13. I feel terrible. I think I'm getting the flu.

✓ I will stay in bed today

14. Ivan and Natasha want to go out to eat.

X They are go to an Italian restaurant

15. Rosa lives in an apartment. There's a problem with the plumbing.

X She is call the manager

Name : Fariel Arya Dani

Class : X MIPA 6

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week.

- a. Will going
- b. Is going to going
- c. Will go
- d. Is going
- e. Are going to going

I = 9/10
II = 13/15

88

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

- a. Are, I am
- b. Will, I will
- c. Are, I will
- d. Am, I am
- e. Will, I am

3. Joan thinks the Conservatives _____ the election.

- a. will win
- b. will be won
- c. are going to be won
- d. will be win

E.

~~X~~ is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

- a. I am eating at my home.
- b. I will cooking for you.
- c. I am going to go to school.
- ~~d~~ I would like to invite you to my party at my home.
- e. I would like to invite you to my party at my home.

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

- a. I am helping my brother doing our project.
- ~~X~~ I am going to help my brother doing our project.
- c. I will be go help my brother
- d. I was helping my brother
- e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

~~A~~ Is

- b. Are going to be

d. shall be turn

e. will be turn

10. I think he _____ the next President of the United States

a. Will

b. Shall

c. Is going to

~~X~~ Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions.

Call the manager ✓	Go to the bookstore ✓	See a dentist ✓
Call the police ✓	Go to an Italian restaurant ✓	Stay in bed today ✓
Get something to eat ✓	Lie down and rest for a while	Take a long walk in the park ✓
Go to the beach ✓	Look it up in my dictionary ✓	Take it to the post office ✓
Go to bed ✓	Major in psychology ✓	Take them to the laundromat ✓

1. I need to buy a book.

✓ I will go to the bookstore

2. It's midnight now. I am sleepy.

✓ I will go to bed

3. Sue is hungry.

~~X~~ She get something to eat

4. My clothes are dirty.

✓ I ~~will~~ ^{am going to} take them to the laundromat

5. I have a toothache.

✓ I ~~will~~ ^{am going to} see a dentist

6. I'm writing a composition. I don't know how to spell a word.

✓ I ~~will~~ ^{am going to} look it up in my dictionary

7. George has to mail a package.

✓ He is going to take it to the post office

8. It's a nice day today.

✓ Mary and I (we) are going to take a long walk in the park

9. Sue and I want to go swimming

✓ We are going to the beach

10. I have a headache.

✓ I will lie down and ~~at~~ rest for a while

11. It's late at night. I hear a burglar!

✓ I will call the police

12. I want to be a psychologist. When I go to the university,

✓ I will major in psychology

13. I feel terrible. I think I'm getting the flu.

X I stay in bed today

14. Ivan and Natasha want to go out to eat.

✓ They are going to an Italian restaurant

15. Rosa lives in an apartment. There's a problem with the plumbing.

✓ She will call the manager

Name : HISSA AQELA AZZAH

Class : X MIPA 6

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week

- a. Will going
- b. Is going to going
- ~~c.~~ Will go
- d. is going
- e. Are going to going

J = 10/10 72
II = 8/15

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

- a. Are, I am
- b. Will, I will
- ~~c.~~ Are, I will
- d. Am, I am
- e. Will, I am

3. Joan thinks the Conservatives _____ the election

- a. will win
- b. will be won
- c. are going to be won
- d. will be win

e is going to win

4 Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

a I am eating at my home.

b I will cooking for you.

c. I am going to go to school.

~~d~~ I would like to invite you to my party at my home

e I would like to invite you to my party at my home

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

a. I am helping my brother doing our project.

~~b~~ I am going to help my brother doing our project

~~c~~ I will be go help my brother

d. I was helping my brother

e I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

a. Is

b Are going to be

- c. Are
- d. Will
- Will be

7. We _____ as soon as possible.

- a. will returned
- are going to return
- c. is going to be returned
- d. is going to return
- e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas.

- a. will writing
- b. will be write
- am going to write
- d. is going to write
- e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

- will turn
- b. is going to turn
- c. are going to turn

d. shall be turn

e. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

d. Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions.

Call the manager	Go to the bookstore	See a dentist
Call the police	Go to an Italian restaurant	Stay in bed today
Get something to eat	Lie down and rest for a while	Take a long walk in the park
Go to the beach	Look it up in my dictionary	Take it to the post office
Go to bed	Major in psychology	Take them to the laundromat

1. I need to buy a book.

✓ I will go to the bookstore

2. It's midnight now. I am sleepy.

✓ I will go to bed

3. Sue is hungry.

X She is get something to eat

4. My clothes are dirty.
 X I will ~~going~~ to take them to the laundromat
5. I have a toothache.
 ✓ I am ~~going~~ to see dentist
6. I'm writing a composition. I don't know how to spell a word.
 ✓ I am ~~going~~ to look it up in my dictionary
7. George has to mail a package.
 X He is ~~go~~ to take it to the post office
8. It's a nice day today.
 X Mary and I will ~~go~~ take a long walk in the park
9. Sue and I want to go swimming.
 X We ~~go~~ are going to go to the beach
10. I have a headache.
 ✓ I will lie down and for a while
11. It's late at night. I hear a burglar!
 ✓ I will call the police
12. I want to be a psychologist. When I go to the university,
 X I will be at major in psychology
13. I feel terrible. I think I'm getting the flu.
 ✓ I will stay in bed today
14. Ivan and Natasha want to go out to eat.
 ✓ They are going to go to an Italian restaurant
15. Rosa lives in an apartment. There's a problem with the plumbing.
 X She is ~~will~~ call the manager

Name : Saiswa Juva

Class : x MIPA 6

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week.

a. Will going

b. Is going to going

c. Will go

d. is going

e. Are going to going

I = 10/10 92

II = 13/15

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

a. Are, I am

b. Will, I will

c. Are, I will

d. Am, I am

e. Will, I am

3. Joan thinks the Conservatives _____ the election.

a. will win

b. will be won

c. are going to be won

d. will be win

e is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

a I am eating at my home.

b I will cooking for you.

c I am going to go to school

X I would like to invite you to my party at my home.

e I would like to invite you to my party at my home

5. Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

a. I am helping my brother doing our project.

X I am going to help my brother doing our project.

c. I will be go help my brother

d. I was helping my brother

e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

a. Is

b. Are going to be

- c. Are
- d. Will
- Will be

7. We _____ as soon as possible.

- a. will returned
- are going to return
- c. is going to be returned
- d. is going to return
- e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas.

- a. will writing
- b. will be write
- am going to write
- d. is going to write
- e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

- will turn
- b. is going to turn
- c. are going to turn

d. shall be turn

e. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

~~X~~ Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions.

Call the manager	Go to the bookstore	See a dentist
Call the police ✓	Go to an Italian restaurant	Stay in bed today
Get something to eat ✓	Lie down and rest for a while	Take a long walk in the park
Go to the beach ✓	Look it up in my dictionary	Take it to the post office
Go to bed ✓	Major in psychology	Take them to the laundromat

1. I need to buy a book.

✓ I will go to the book store

2. It's midnight now. I am sleepy.

~~X~~ I am going to bed

3. Sue is hungry.

✓ She will get something to eat

4. My clothes are dirty.
 ✓ I am going to take them to the laundromat.
5. I have a toothache.
 ✓ I will see a dentist.
6. I'm writing a composition. I don't know how to spell a word.
 ✓ I am going to look it up in my dictionary.
7. George has to mail a package.
 ✓ He will take it to the post office.
8. It's a nice day today.
 ✓ Mary and I are going to have a long walk in the park.
9. Sue and I want to go swimming.
 ✓ We will go to the beach.
10. I have a headache.
 ✓ I am going to lie down and rest for a while.
11. It's late at night. I hear a burglar!
 ✓ I will call the police.
12. I want to be a psychologist. When I go to the university,
 ✓ I am going to be major in psychology.
13. I feel terrible. I think I'm getting the flu.
 ✓ I will stay in bed today.
14. Ivan and Natasha want to go out to eat.
 ✓ They are going to go to an Italian restaurant.
15. Rosa lives in an apartment. There's a problem with the plumbing.
 ✓ She will call the manager.

Name : Keisa Putri Khairany

Class : X MIPA 6.

I. Multiple Choice

Choose the best answer of each questions!

1. Dinda _____ to library next week.

- a. Will going
- b. Is going to going
- c. Will go
- d. is going
- e. Are going to going

I = 8/10
II = 13/15
84

2. Agus : _____ you going to go to school tomorrow?

Ida : Yes, _____.

- a. Are, I am
- b. Will, I will
- c. Are, I will
- d. Am, I am
- e. Will, I am

3. Joan thinks the Conservatives _____ the election.

- a. will win
- b. will be won
- c. are going to be won
- d. will be win

e is going to win

4. Harry : Hi, Larry. Will you be busy next week?

Larry : I think no. Why?

Harry : _____

Larry : Of Course I will come! Thanks for your invitation!

Harry : Sure.

a I am eating at my home.

b I will cooking for you.

c. I am going to go to school.

d. I would like to invite you to my party at my home.

e. I would like to invite you to my party at my home.

5 Toni : will you be busy tonight?

Candra : I'm so sorry, but, _____.

a. I am helping my brother doing our project.

b. I am going to help my brother doing our project.

c. I will be go help my brother

d. I was helping my brother

e. I am not going to help my brother doing our project.

6. If she passes the exam, she _____ very happy.

a. Is

b. Are going to be

- c. Are
- d. Will
- ~~e. Will be~~

7. We _____ as soon as possible.

- ~~a. will returned~~
- b. are going to return
- X c. is going to be returned**
- d. is going to return
- e. will be returned

8. A: Why are you holding a piece of paper?

B: I _____ a letter to my friends back home in Texas.

- a. will writing
- b. will be write
- ~~c. am going to write~~
- d. is going to write
- e. are going to write

9. Ted: It is so hot in here!

Sarah: I _____ the air-conditioning on.

- ~~a. will turn~~
- b. is going to turn
- c. are going to turn

d. shall be turn

c. will be turn

10. I think he _____ the next President of the United States.

a. Will

b. Shall

c. Is going to

d. Will be

e. Will going to

II. Long Answer

Complete the sentences. Use the appropriate form of simple future tense and the given expressions

Call the manager ✓	Go to the bookstore ✓	See a dentist ✓
Call the police ✓	Go to an Italian restaurant ✓	Stay in bed today
Get something to eat ✓	Lie down and rest for a while	Take a long walk in the park ✓
Go to the beach ✓	Look it up in my dictionary ✓	Take it to the post office ✓
Go to bed	Major in psychology	Take them to the laundromat ✓

1. I need to buy a book.

I will go to the bookstore

2. It's midnight now. I am sleepy.

I will go to bed

3. Sue is hungry.

She will get something to eat

4. My clothes are dirty.

✓ I will take them to the laundromat.

5. I have a toothache.

✓ I will see a dentist

6. I'm writing a composition. I don't know how to spell a word.

✓ I will look it up in my dictionary

7. George has to mail a package.

✓ He will take it to the post office

8. It's a nice day today.

✓ Mary and I will take a long walk in the park

9. Sue and I want to go swimming.

✓ We will go to the beach

10. I have a headache.

X I will stay in bed today

11. It's late at night. I hear a burglar!

✓ I will call the police

12. I want to be a psychologist. When I go to the university,

✓ I will major in Psychology

13. I feel terrible. I think I'm getting the flu.

X I will lie down and rest for a while

14. Ivan and Natasha want to go out to eat.

✓ They will go to an Italian restaurant.

15. Rosa lives in an apartment. There's a problem with the plumbing.

✓ She will call the manager