AN ANALYSIS OF THE ABILITY OF THE THIRD YEAR STUDENTS OF SMAN 1 LUBUK BASUNG TO COMPREHEND SIMPLE FUTURE TENSE

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ABSTRACT

The purpose of this research was to describe the ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense. The design of this research was descriptive in nature. The population of this research was the third year students of SMAN 1 Lubuk Basung. The total number of population was 278. They were distributed into eight classes; three classes were IPA department and five classes were IPS department. In selecting the sample, the writer used stratified cluster random sampling technique. The result of the data analysis showed that there were 12 students getting high ability, 40 students getting moderate ability and 16 students getting low ability in simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence. Specifically, there were 20 students getting high ability, 28 students getting moderate ability and 20 students getting low ability in simple future tense using *will + V1* in positive sentence. There were 20 students getting high ability, 30 students getting moderate ability and 18 students getting low ability in simple future tense using *will + V1* in negative sentence. There were 21 students getting high ability, 34 students getting moderate ability and 13 students getting low ability in simple future tense using *will + V1* in yes/no question sentence. There were 18 students getting high ability, 36 students getting moderate ability and 14 students getting low ability in simple future tense using *will + be* in positive sentence. There were 22 students getting high ability, 30 students getting moderate ability and 16 students getting low ability in simple future tense using *will + be* in negative sentence. There were 20 students getting high ability, 35 students getting moderate ability and 13 students getting low ability in simple future tense using *will + be* in yes/no question sentence. The teachers are suggested to employ the effective teaching techniques and provide enough explanations about simple future tense. The students are expected to learn more about simple future tense and to do more exercises about simple future tense so they can improve their ability.

Key Words : Analysis, Ability, Simple Future, Tense, Sentence

A. Introduction

An English grammar is a set of rules for making English sentences. By following the rules, the pattern of the sentence can be identified and readers will easily understand the sentence. As we know, grammar is the framework in a language. Whatever the language skills to be mastered, grammar must be there. Grammar is very useful to facilitate people to express the ideas whether in oral and written form. If they want to communicate and speak each other in good sentences,

they should use appropiate grammar. In addition, when they want to give their idea through writing forms, they also need grammar. From the explanation above, it can be concluded that grammar is very important for people to master language skills.

Grammar is a set of rules for producing and making English sentences (Roberts, 1995:1). Hewings (1999:25) states that there are some topics that students study like; tenses, conjuctions, modals, prepositions, active-passive forms, infinitives, adjective clauses, etc. Those topics are expected to be mastered by the students in order to increase their competencies and knowledges better.

According to Murphy (1985:104), one of the grammar topics that has to be considered is tenses, for example simple future tense. According to Wikipedia (2013), Tense is a category that locates a situation in time, to indicate when the situation takes place. Tense is a form of a verb used to indicate the time, and sometimes the continuation or completeness, of an action in relation to the time of speaking. Simple tense is a present or past tense formed without using an auxiliary verb. Simple future tense is used to show an activity that will happen or will be done in the future time (Cysso, 2000:21). In English language teaching especially in teaching simple future tense

in SMAN 1 Lubuk Basung, teachers have good skills such as writing simple future tense and teaching simple future in order to make students comprehend easier the usage and the form of simple future tense. In teaching the simple future tense, the teachers apply some steps; first, teachers wrote down the most important points in learning simple future tense. Second, they made form of simple future tense using *will + V1* and *will + be*. Third, they had created an interesting learning atmosphere so that students did not get bored in learning. Fourth, they had used teaching method such as communicative language that can be accepted by students. Fifth, they had performed an interactive activity by asking questions and provoked students to ask about the simple future tense. And the last, they had motivated students in learning simple future tense.

Ideally, the students are able to comprehend how to use the simple future tense in sentences. In the usage of simple future tense using *will + V1*, they are able to use V1 after *will* when they write simple future tense in positive sentence, they are able to write *not* after *will* when they write simple future tense in negative sentence and they are able to write *will* in the beginning of sentence when they write simple future tense in yes/no question sentence. Similarly in the usage of simple future tense using *will + be,* they are able

to write *be* after *will* that followed by complement when they write simple future tense in positive sentence, they are able to write *not be* after *will* when they write simple future tense in negative sentence and they are also write *will* in the beginning of the sentence when they write simple future tense in yes/no question sentence. Besides, they have to attend the class everyday. Students' attendance also gives effect on the students' comprehend in learning simple future tense.

In fact and based on the writer asked to the teacher, the students are still confused about comprehending the simple future tense, especially its formula and its usage. For examples in the usage of simple future tense using *will + V1*, they did not use V1 after *will* when they wrote simple future tense in positive sentence, they wrote *not* after V1 when they wrote simple future tense in negative sentence and they did not write *will* in the beginning of sentence and they wrote a subject in the beginning of the sentence when they wrote simple future tense in yes/no question sentence. Similarly in the usage of simple future tense using *will + be,* they did not write *be* after *will* that followed by complement when they wrote simple future tense in positive sentence, they wrote *not* after *be* when they wrote simple future tense in negative sentence and they wrote *be* and not *will* first in the beginning

of the sentence when they wrote simple future tense in yes/no question sentence. They were shy to ask their teacher when they did not understand simple future tense.

Based on the fact above, the writer wanted to analyze the students' ability to comprehend the simple future tense. This study focused on the third year students of senior high school. They had studied the simple future tense. To prove this assumption, a scientific research was needed.

B. Research Method

This research was descriptive in nature. It was done to find out the students' ability to comprehend simple future tense. Gay (1987:18) states that descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. In this case, the writer wanted to find out the students' ability to comprehend simple future tense using *will + V1, will + be* in positive, negative and yes/no question sentence. In this study, the population was the third year students of SMAN 1 Lubuk Basung. The third year students were distributed into 8 classes; 3 classes were IPA department and 5 classes were IPS department. The total number of population was 278. The writer chose them

as the population because they had learned a lesson about simple future tense based on the material that the teachers give about simple future tense for the third year students of SMAN 1 Lubuk Basung. The distribution of the class is shown in Table 3.1:

Table 3.1
Table of Distribution of Population Members

No.	Name of Class	Member of Students
1	XII IPA 1	34
2	XII IPA 2	34
3	XII IPA 3	32
4	XII IPS 1	35
5	XII IPS 2	36
6	XII IPS 3	35
7	XII IPS 4	38
8	XII IPS 5	34
	TOTAL	278

Because the member of population was quite big (278 students) and they were divided into two strata (IPA and IPS), the writer took the sample. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected (Gay, 1987:102).

The writer used stratified cluster random sampling technique to take the sample. The writer chose that technique because the characteristic of population was divided into two strata (IPA and IPS). They were in group, not individually and they had similar characteristics for each group or cluster. It means that they used the same syllabus, they had the same material about simple future tense and time allocated for English learning. In taking sample, the writer took two classes because they were taken in one group or one class for each major; one for IPA and one for IPS by following some steps; first, the writer wrote names of each class on small pieces of paper. Then, the small pieces of paper were rolled and put into two boxes (IPA class and IPS class). Next, the small pieces of paper had been mixed up from each box. Then, a small piece of paper was taken from each box with closed eyes. Finally, the writer got the XII IPA 1 and XII IPS 5. The number of sample was 68 students.

The instrument that was used in this study was a grammar test in the form completion test. The test consisted of 42 items for try out and 30 items for real test. The writer gave 45 minutes for the students based on students' time allocation in one hour learning in the class. Before giving the test, the writer did try out test in

the class out of sample. Try out test was done to find out the reliability of test and to analyze item difficulties and item discrimination. To see the reliability of the test, the writer used split-half method. The write calculated the correlation coefficient between the odd and even test items by using Pearson Product Moment Formula.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left(N \sum x^2 - (\sum x)^2\right)\left(N \sum y^2 - (\sum y)^2\right)}}$$

Where :

r_{xy} = The coefficient correlation of two halves of the test (odd and even item)

n = The total number of students who followed the test

x = The odd number test

y = The even number test

$\sum xy$ = The total scores of cross product xy

After that, to determine the total reliability of the test, the result was analyzed by using Spearman Brown formula.

$$r_{ii} = \frac{2r_{xy}}{(1 + r_{xy})}$$

Where:

r_{ii} = The reliability coefficient for the total test

r_{xy} = The correlation coefficient of the two halves of the test

From the result of the analysis of the try out, the writer found that the reliability coefficient for total test was .91, r table on degree of freedom N (the number of students for the try out) – 2 (32 – 2 = 30), and the level of significance 95% ($\propto$.05) = .34

= .91 > .34 $\longrightarrow$ the r calculated is bigger than r table

In selecting good items of the test, the writer analyzed the item difficulties and item discrimination of the test. The writer chose all the range of the classification above. There were 33 items that belong to easy level, 9 items that belong to moderate level and there was no difficult level that the writer's found and the writer chose the items that have D = .21 – .70 as test items to be included in the instrument in order to find a good test item for the real test.

As the result of the try out, the writer got 30 good items; 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 22, 23, 24, 25, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 41 and there were 12 items were discarded; 1, 6, 15, 16, 20, 21, 26, 27, 31, 36, 40, 42.

To give the score, the writer made the key answer in order to identify the correct answer and gave 1 for each correct answer

and 0 for the wrong answer. The highest score was 30 and the lowest score was 20. the writer analyzed the data by using the following procedures:

1. Calculating mean (M). It is to find average score and to measure of central tendency (Gay, 1987:371) by using formula suggested by (Arikunto, 2012:299):

$$M = \frac{\sum X}{N}$$

Where:

M = Mean

$\sum x$ = Total score of the students

N = Number of the sample

2. Calculating standard deviation (SD). It is the most stable measure of variability which takes into account each and every score in a distribution or measuring the spread of the data set (Gay, 1987:371) by using formula that suggested by (Arikunto, 2012:299):

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

Where:

SD = Standard deviation

$\sum x$ = The total of x

$\sum x^2$ = The total of x^2

N = Total number of students

3. Classifying the students' ability into high, moderate and low ability.

The writer used the following formula by Arikunto (2012:299):

- $> M + SD$ = high
- Between (M - SD) until (M + SD) = moderate
- $< M - SD$ = low

4. Calculating the percentage of students who got high, moderate and low ability by using the formula:

$$P = \frac{R}{N} \text{ x } 100\%$$

Where:

P = The percentage of the students' ability

R = The sum of the students who got high, moderate and low ability

N = The sum of the students

C. Findings and Discussion

The result of the data analysis showed that there were 12 students (17.65%) getting high ability, 40 students (58.83%) getting moderate ability and 16 students (23.52%) getting low ability in simple future tense using *will + V1* and *will + be* in positive, negative and yesn/no question sentence. It can be shown in Chart 4.1 below:

Chart 4.1 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + V1* and *will + be* in Positive, Negative and Yes/No Question Sentence
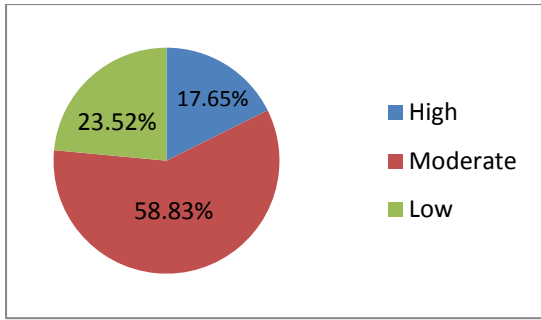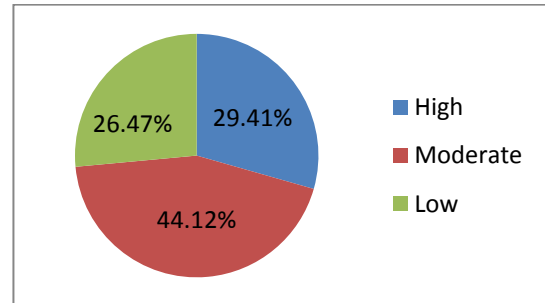
The findings shows there were 20 (29.41%) students getting high ability, 28 (41.18%) students getting moderate ability and 20 (29.41%) students getting low ability in simple future tense using *will + V1* in positive sentence. It is shown in Chart 4.2 below:

Chart 4.2 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + V1* in Positive Sentence
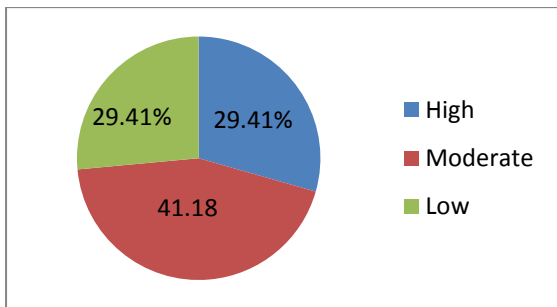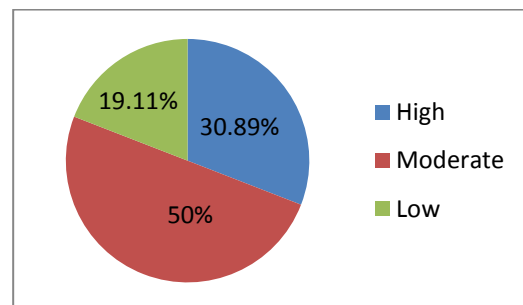

The results of data analysis shows there were 20 students (29.41%) getting high ability, 30 students (44.12%) getting moderate ability and 18 students (26.47) getting low ability in simple future tense using *will + V1* in negative sentence, as shown in Chart 4.3:

Chart 4.3 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + V1* in Negative Sentence

The findings shows there were 21 (30.89%) students getting high ability, 34 students (50%) getting moderate ability and 13 students (19.11%) getting low ability in simple future tense using *will + V1* in yes/no question sentence and it can be seen in Chart 4.4:
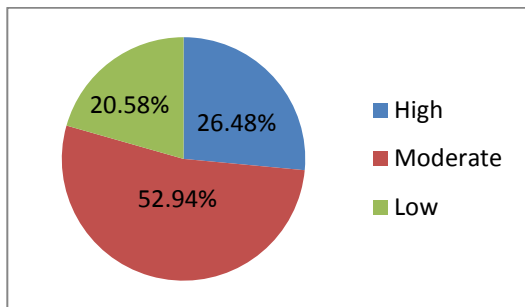
Chart 4.4 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + V1* in Yes/No Question Sentence

The results of data analysis shows there were 18 students (26.48%) getting high ability, 36 students (52.94%) getting moderate ability and 14 students (20.58%) getting low ability in simple future tense
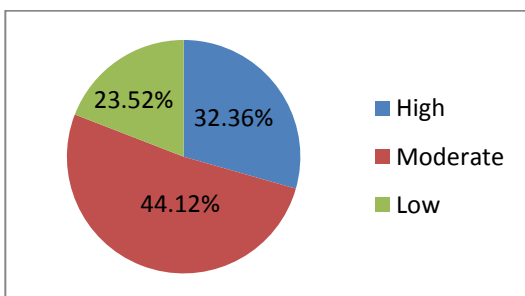
using *will + be* in positive sentence, as shown in Chart 4.5:

Chart 4.5 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + be* in Positive Sentence

The findings shows there were 22 students (32.36%) getting high ability, 30 students (44.12%) getting moderate ability and 16 students (23.52%) getting low ability in simple future tense using *will + be* in negative sentence and it can be seen in Chart 4.6:

Chart 4.6 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + be* in Negative Sentence

The results of data analysis shows there were 20 students (29.41%) getting

high ability, 35 students (51.48%) getting moderate ability and 13 students (19.11%) getting low ability in future tense using *will + be* in yes/no question sentence and it can be shown in Chart 4.7:

Chart 4.7 The Percentage of Students' Ability to Comprehend Simple Future Tense Using *will + be* in Yes/No Question Sentence
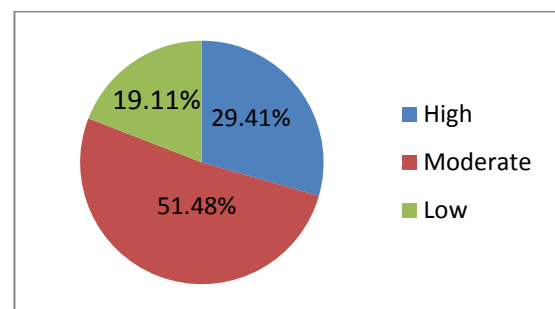
Discussion

As already discussed previously, the writer found that students' ability to comprehend simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence was moderate (58.83%). It means that this finding indicates 40 students of moderate ability and 16 students of low ability still have difficulties in simple future tense. They are probably caused by their lack of knowledge or understanding on the form and the usage of simple future tense.

The result of data analysis showed that students' ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will*

+ *V1* in positive sentence was moderate (41.18%). There were 28 students getting moderate ability. It means that this finding indicates that 28 students of moderate ability and 20 students of low ability still have mistakes and get difficulties to comprehend simple future tense using *will + V1* in positive sentence.

For example;

1. The question is on number 4;
   - It's cold in here. I .... (close) the door. (+)

They answered;

   - It's cold in here. I will closed the door.

The correct answer;

   - It's cold in here. I will close.

As already discussed previously, another finding of this study is students' ability of the third year student of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + V1* in negative sentence felt into moderate (44.12%). It means that 30 students of moderate ability and 18 students of low ability still get difficulties to comprehend simple future tense using *will + V1* in negative sentence.

For example;

1. The question is on number 5;
   - I think it .... (rain) tomorrow. (-)

They answered;

   - I think it will rain not tomorrow.

The correct answer;

   - I think it will rain not tomorrow.

Based on the data analysis, this study also finds 50% students had moderate ability. It means that 34 students of moderate ability and 13 students of low ability still get problems to comprehend simple future tense using *will + V1* in yes/no question sentence.

For example;

1. The question is on number 12;
   - .... (She/move) to her new house next month (?)

They answered;

   - Will she moves to her new house next month?

The correct answer;

   - Will she move to her new house next month?

Based on findings of this study, students' ability of the third year students

of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + be* in positive sentence was moderate (52.94%). It means that 36 students of moderate ability and 14 students of low ability still have problems and get difficulties to comprehend simple future tense using *will + be* in positive sentence.

For example;

1. The question is on number 18;
   - We .... (careful) next time. Don't worry! (+)

They answered;

- We will careful next time. Don't worry!

The correct answer;

- We will be careful next time. Don't worry!

Based on the result of data analysis, students' ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + be* in negative sentence was moderate (44.12%). It means that this finding indicates 30 students of moderate ability and 16 students of low ability still get difficulties to comprehend simple future tense by using *will + be* in negative sentence.

For example;

1. The question is on number 24;
   - The customer .... (satisfied) with our services later. (-)

They answered;

- The customer not will be satisfied with our services later.

The correct answer;

- The customer will not be satisfied with our services later.

Based on findings of this study, students' ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + be* in yes/no question sentence was moderate (51.48%). It means that 35 students of moderate ability and 13 students of low ability still do not understand about the form of simple future tense using *will + be* in yes/no question sentence.

For example;

1. The question is on number 26;
   - .... (David, at home) next Sunday (?)

They answered;

- Will David at home next Sunday?

The correct answer;

- Will David be at home next Sunday?

D. Conclusion and Suggestion

In general, the ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence was moderate. Specifically, the results of the study are as follows:

1. The ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + V1* in positive sentence was moderate. It is proved by the fact that 20 students (29.41%) had high ability, 28 students (41.18%) had moderate ability and 20 students (29.41%) had low ability.

2. The ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + V1* in negative sentence was moderate. It is proved by the fact that 20 students (29.41%) had high ability, 30 students (44.12%) had moderate ability and 18 students (26.47%) had low ability.

3. The ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + V1* in yes/no question sentence was moderate. It is proved by the fact that 21 students (30.89%) had high ability, 34 students (50%) had moderate ability and 13 students (19.11%) had low ability.

4. The ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + be* in positive sentence was moderate. It is proved by the fact that 18 students (26.48%) had high ability, 36 students (52.94%) had moderate ability and 14 students (20.58%) had low ability.

5. The ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + be* in negative sentence was moderate. It is proved by the fact that 22 students (32.36%) had high ability, 30 students (44.12%) had moderate ability and 16 students (23.52%) had low ability.

6. The ability of the third year students of SMAN 1 Lubuk Basung to comprehend simple future tense using *will + be* in yes/no question sentence was moderate. It is proved by the fact

that 20 students (29.41%) had high ability, 35 students (51.48%) had moderate ability and 13 students (19.11%) had low ability.

Suggestions

Reffering to the research result, the writer would like to propose several suggestions as follows:

1. Based on the result of the study on the ability of the students to comprehend simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence, students' ability was moderate (58.83%). The writer suggests the English teachers to motivate the students, to give more exercises and more explanations about simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence specifically. So, the English teachers can improve and revise their teaching grammar especially about simple future tense.

2. Based on the data analysis and the findings above, the writer also suggests the students to pay their attentions to learn more and to do more exercises about grammar especially simple future tense and also they should review the material after they learned it.

3. The result of data analysis shows students' ability to comprehend simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence was moderate (58.83%). For further researchers, the writer suggests and hopes they will do the research to find the factors that improve the ability of the students to comprehend simple future tense using *will + V1* and *will + be* in positive, negative and yes/no question sentence and find good solutions to solve the problems.

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