

## **The Ability in Understanding Simple Future Tense at Tenth Grade Students of Senior High School 3 Jambi City**

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### **ABSTRACT**

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

### **INTRODUCTION**

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 is 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 this research 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.

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, this research considers this an important issue that deserves to be raised.

### **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.

### GRAMMAR

Grammar is a set of rules for modifying the form of words and connecting them into sentences in a language. Another grammatical definition: 1) By Ur (1991:4) as the way language manipulates combines words (or bits of words) in order to form longer units of meaning. 2) Crystal (2004) says, grammar is the structural foundation of our ability to express ourselves.

### 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").

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.

### SENTENCE PATTERN

The patterns of simple future tense are:

1. sentences with pattern will be
  - a) Positive sentences:  
(+) S + will be + adj/adv/n
  - b) Negative sentence:  
(-) S + will + not + be + adj/adv/n
  - c) Interrogative sentences:  
(?) Will + S + be + adj/adv/n + ?
  - d) Negative- interrogative sentence:  
(-?) Will not/Won't + S + adj/adv/n + ?
2. sentences with pattern Will:
  - a) Positive sentences:  
(+) S + Will + V1 + Complement
  - b) Negative sentence:  
(-) S + will not/won't + V1 + Complement
  - c) Interrogative sentences:  
(?) Will + S + V1 + Complement + ?
  - d) Negative- interrogative sentence:  
(-?) Will not/Won't + S + V1 + Complement + ?
3. Sentences with pattern be going to
  - a) Positive sentences:  
(+) S + to be (is/am/are) + going to + V1 + Complement
  - b) Negative sentence:  
(-) S + to be + not + going to + V1 + Complement

- c) Interrogative sentences:  
(?) To be + S + going to + V1 + Complement + ?
- d) Negative- interrogative sentence:  
(-?) Aren't/Isn't + S + going to + V1 + Complement + ?

## RESEARCH METHODOLOGY

This research 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. 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.

The sample of this research is students from X MIPA 6 in academic year 2021/2022. 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).

This study used the test as research instrument to collect the data to know the ability in understanding simple future tense. This research provided a test that contains 25 questions, which in it discussed the Simple Future Tense. The details of the questions given were 10 multiple choice and 15 of them are questions that require long answers.

After the data collection is complete, this research analyzed the data

found. The data that enter comes from the tests given to the students who are sampled in this study.

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

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

After that, this research uses the formula for counting the student's 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 This research calculating the score, this research 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, this research 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, this research 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.

**Table 1.**  
**Likert Scale Description**

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

**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. This research conducted research for 2 (two) weeks to find data and facts regarding the students' ability in understanding the 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 2.**  
**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
<b>Total</b>	<b>422</b>	<b>56,27 %</b>	<b>328</b>	<b>43,73 %</b>	<b>750</b>

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 3.**  
**List of Results of Students' Test**

No.	Code	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
<b>Total</b>		<b>1688</b>	<b>233</b>	<b>190</b>	<b>126592</b>

From the table above, this research 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, this research 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 4.**  
**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
<b>Total</b>		<b>30</b>

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.

## **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 evidence 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, this research 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 this research, 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.

### CONCLUSIONS

After this research 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".

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