

**AN ANALYSIS OF STUDENTS' ABILITY IN USING
WILL AND BE GOING TO IN FUTURE TENSE
AT THE XII GRADE OF MAS
ALLIFUL IKHWAN SAA**



Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a partial Fulfillment of the requirement of the Graduate Degree of Education (S.Pd.) in English Department

Written By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

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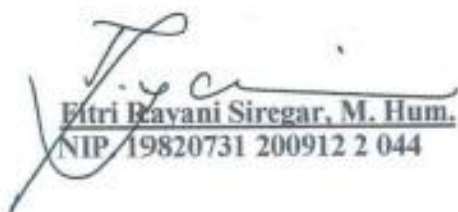
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2023

LETTER OF AGREEMENT

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Item : 7 (seven) exemplars

Padangsidempuan, Oktober 2023
To:
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Assalamu'alaikum Wr. Wb

After reading, studying and giving advice for necessary revision on thesis belongs to **May Sari Aisyah Dalimunthe** entitled **"An Analysis of Students' Ability In Using Will and Be Going To In Simple Future Tense At the XII Grade of MAS Alliful Ikhwan SAA"** we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S. Pd) in English.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN SYAHADA Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb

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ABSTRACT

Name : May Sari Aisyah Dalimunthe
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Title of Thesis : An Analysis of Students Ability in Using Will and Be Going to In Simple Future Tense at XII Grade of MAS Alliful Ikhwan SAA

The purpose of this study is to determine the category and proficiency of twelfth-grade students in using "will" and "going to" in the simple future tense at Alliful Ikhwan SAA, Silangkitang, South Labuhan Batu. This research emphasizes students' ability to use "will" and "going to" in the simple future tense among twelfth-grade students at Alliful Ikhwan SAA High School. Several issues faced by students in this study include difficulty in writing English well, challenges in using tenses in sentences, particularly "will" and "going to" in the simple future tense, and confusion among students in using components of "will" and "going to" in the simple future tense. The research was conducted at Alliful Ikhwan SAA, Silangkitang, South Labuhan Batu. The research method used was a mixed explanatory method. The population in this study consisted of 25 twelfth-grade students of Private Islamic Senior High School (MAS) Ikhwan SAA. The sample also comprised 25 students from all twelfth-grade classes as there is only one twelfth-grade class. For data collection, the researcher used a multiple-choice test consisting of 25 questions to assess students' ability in using "will" and "going to" in the simple future tense. Additionally, interviews were conducted with the English language teacher who teaches twelfth-grade classes at Alliful Ikhwan SAA. Based on the research conducted on twelfth-grade students at Alliful Ikhwan SAA, it is concluded that their ability to use "will" and "going to" in the simple future tense is at a sufficient level. Several students received good and low scores. The average score of students was 45.12, indicating that they have adequate proficiency in using "will" and "going to" in the simple future tense.

Keywords: ability, will and be going to, Simple Future Tense

ABSTRAK

Nama : May Sari Aisyah Dalimunthe
NIM : 1920300068
Judul Skripsi : Analisis Kemampuan Siswa dalam Menggunakan Will and Be Going to Dalam Simple Future Tense pada Kelas XII MAS Alliful Ikhwan SAA

Tujuan dari penelitian ini adalah untuk mengetahui kategori dan kemampuan siswa kelas XII dalam menggunakan "will" dan "going to" dalam simple future tense di Sekolah Menengah Atas (SMA) Alliful Ikhwan SAA, Kecamatan Silangkitang, Kabupaten Labuhan Batu Selatan. Penelitian ini menekankan kemampuan siswa dalam menggunakan "will" dan "Be going to" dalam simple future tense pada siswa kelas XII di SMA Alliful Ikhwan SAA. Beberapa permasalahan yang dihadapi siswa dalam penelitian ini termasuk kesulitan dalam menulis bahasa Inggris dengan baik, kendala dalam penggunaan tenses dalam kalimat, terutama "will" dan "be going to" dalam simple future tense, serta kebingungan siswa dalam menggunakan bagian-bagian dari "will" dan "going to" dalam bentuk simple future tense. Penelitian dilaksanakan di SMA Alliful Ikhwan SAA, Kecamatan Silangkitang, Kabupaten Labuhan Batu Selatan. Metode penelitian yang digunakan adalah metode penjelasan campuran. Populasi dalam penelitian ini adalah 25 siswa kelas XII Madrasah Aliyah Swasta (MAS) Ikhwan SAA. Sampelnya juga terdiri dari 25 siswa dari seluruh kelas XII karena hanya ada satu kelas kelas XII. Untuk pengumpulan data, peneliti menggunakan tes pilihan ganda sebanyak 25 pertanyaan untuk menilai kemampuan siswa dalam menggunakan "will" dan "be going to" dalam simple future tense. Selain itu, wawancara juga dilakukan dengan guru bahasa Inggris yang mengajar di kelas XII SMA Alliful Ikhwan SAA. Berdasarkan penelitian yang dilakukan terhadap siswa kelas XII di SMA Alliful Ikhwan SAA, disimpulkan bahwa kemampuan mereka dalam menggunakan "will" dan "be going to" dalam bentuk simple future tense berada pada tingkat yang cukup. Ditemukan beberapa siswa yang mendapatkan nilai baik dan rendah. Skor rata-rata siswa adalah 45,12, menunjukkan bahwa mereka memiliki kemampuan yang memadai dalam menggunakan "will" dan "be going to" pada simple future tense.

Kata kunci: kemampuan, will dan going to, simple future tense

خلاصة البحث

ماي ساري عائشة داليمونتي

١٩٢٠٣٠٠٠٦٨:

اسم

رقم التسجيل

تحليل لقدرة الطلاب على استخدام "ويل" و"جوينج تو" في
"سيمبيل باست تينس" في الصف الثاني عشر في مدرسة ألف
الإخوان

العنوان

الغرض من هذه الدراسة هو تحديد الفئة والمهارة لطلاب الصف الثاني عشر في استخدام "ويل" و"جوينج تو" في "سيمبيل باست تينس" في مدرسة ألف، الإخوان الإسلامية سيلانغكيتانج، لابوهان باتو الجنوبية. تؤكد هذه البحث على قدرة الطلاب على استخدام "ويل" و"جوينج تو" في "سيمبيل باست تينس" بين طلاب الصف الثاني عشر في مدرسة ألف الإخوان الإسلامية. يواجه العديد من المشكلات التي واجهها الطلاب في هذه الدراسة صعوبة في كتابة الإنجليزية بشكل جيد، والتحديات في استخدام الأزمنة في الجمل، وخاصة "ويل" و"جوينج تو" في "سيمبيل باست تينس"، والارتباك بين الطلاب في استخدام مكونات "ويل" و"جوينج تو" في "سيمبيل باست تينس". تمت الدراسة في مدرسة ألف، الإخوان الإسلامية سيلانغكيتانج، لابوهان باتو الجنوبية. وقد استخدمت الدراسة الأسلوب المختلط التوضيحي وتتألف السكان في هذه الدراسة من ٢٥ طالبًا في الصف الثاني عشر في المدرسة الثانوية الإسلامية الخاصة ألف الإخوان الإسلامية. كما يتألف العينة من ٢٥ طالبًا من جميع صفوف الصف الثاني عشر لأن هناك فقط صف واحد في الصف الثاني عشر. ولجمع البيانات استخدمت الباحثة اختبار اختيار متعدد يتكون من ٢٥ سؤالًا لتقييم قدرة الطلاب على استخدام "ويل" و"جوينج تو" في "سيمبيل باست تينس". بالإضافة إلى ذلك، تم إجراء مقابلات مع معلم اللغة الإنجليزية الذي يدرس في صفوف الصف الثاني عشر في مدرسة ألف الإخوان الإسلامية. استنادًا إلى البحث الذي أجري على طلاب الصف الثاني عشر في مدرسة ألف الإخوان الإسلامية، يتم استنتاج أن قدرتهم على استخدام "ويل" و"جوينج تو" في "سيمبيل باست تينس" تكون على مستوى كافٍ. وتم العثور على بعض الطلاب الذين حصلوا على درجات جيدة ومنخفضة. كان متوسط درجات الطلاب ٤٥.١٢، مما يشير إلى أن لديهم مهارة كافية في استخدام "ويل" و"جوينج تو" في "سيمبيل باست تينس".

الكلمات المفتاحية: القدرة، "ويل" و"جوينج تو"، "سيمبيل باست تينس"

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as well and as fully as possible, this is an achievement that you should be proud of yourself.

Padangsidimpuan, 2023

May Sari Aisyah Dalimunthe

TABLE OF CONTENT

	Page
INSIDE TITLE PAGE	i
LEGALIZATION OF ADVISORS	ii
LETTER OF AGREEMENT	iii
DECLARATION LETTER OF THESIS COMPLETION	iv
APPROVAL STATEMENT FOR PUBLICATION	v
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH TEACHING TRAINING	vii
FACULTY	vii
ABSTRACT	viii
ABSTRAK	ix
ARABIC ABSTRACT	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT	xv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDIXES	xix
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem.....	5
D. Definition of the Terminology Variables.....	6
E. Formulation of the Problem	7
F. Purpose of the Research.....	7
G. Significances of the Research.....	8
H. Outline of Thesis.....	9
CHAPTER II THEORITICAL DESCRIPTION	10
A. Theoretical Description.....	10
1. Simple Future Tense	19
a. Definition of Simple Future Tense	19
b. Form of Simple Future Tense	20
2. Will	25
3. Be Going To	28
4. Will or Be Going To	29
5. Review of Related Findings.....	31

CHAPTER III METHODOLOGY	33
A. Time and Place	33
B. Method of Research.....	33
C. Population and Sample	34
D. The Research Instrument	37
E. Technique of Validity	37
F. Technique of Data Collecting.....	38
G. Technique of Data Analysis	39
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	41
A. Research Findings.....	41
1. Test	41
2. Interview	51
B. Discussion	52
C. Threats of the Research	58
CHAPTER V CONCLUSION AND SUGGESTION.....	60
A. Conclusions.....	60
B. Suggestions	61
C. Implication.....	.62

REFERENCES

AFFENDIX

CURRICULUM VITAE

LIST OF TABLES

Table II. 1.	The Positive Sentence/ Affirmative Sentence.....	21
Table II. 2.	The Negative Sentence.....	22
Table II. 3.	The Interrogative Sentence Question or Short Answer.....	24
Table II. 4.	The Interrogative Question or Long Answer Question.....	24
Table III. 1.	The Population of the Grade XII MAS Alliful Ikhwan SAA.....	34
Table III. 2.	The Sample of Research.....	35
Table III. 3.	The Indicator Questions.....	36
Table III. 4.	The Criteria Score Interpretation.....	40
Table IV.1.	The Students' Ability in Using Will and Be Going To	42
Table IV. 2.	The Quality Score of the Students' Ability in Using Will and Be Going To.....	44
Table IV. 3.	The Interval Class of Students' Score in Using Will and Be Going to.....	45
Table IV. 4.	The Mid-Point of the Students' Score in Using Will and Be Going To.....	46
Table IV. 5.	The Percentages of Students' Score in Using Will and Be Going To.....	47
Table IV. 6.	The Students' Percentages Score in Using Will and Be Going To.....	48
Table IV. 7.	The Resume of Variable in Using Will and Be Going To.....	49

LIST OF FIGURES

Figure 1 : The Data Description of Using Will and Be Going To in Future Tense.....	50
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LIST OF APPENDIXES

Appendix 1	List of Test
Appendix 2	Key Answer
Appendix 3	Students' Name and Initial Name at Grade of XII MAS Alliful Ikhwan SAA
Appendix 4	Students' score in using Will and Be Going To in Simple Future Tense
Appendix 5	Description Data Using Mathematic Formula
Appendix 6	Documentation of Research

CHAPTER I

INTRODUCTION

A. Background of the Problem

Structure and grammar is one of the most important aspects of the language, because structure and grammar is rules of the sentence, so to do even understanding it is very important. Grammar is a language system¹. Grammar determines how words are arranged to form meaningful units. Every language has different grammar. The important of grammar mastery on learning English is the basic need of the students.

The Grammar in English language must be learned because this language has the system and the regulation in it, which is called Grammar². Grammar as the rules of language that are govern sound, words, sentences, and other elements, as well as their combinations and interpretations. In that sense, the term refers only to the study of sentences and word structures, excluding vocabulary and pronunciation.

When learning English structure and grammar, there are many things that have to study to understand the sentences read and write, such as parts of speech, tenses (present tense, past tense, future tense). There are most of students can not use English well. The problem of the students can

¹Tira Nur Fitria, *Mastering English Grammar for Learners (Menguasai Tata Bahasa Inggris Dasar Untuk Pembelajar)*, 2022, p12.

²Yusni Sinaga, "Be Sure the Student's English Grammar Mastery on Speaking Skill by Communicative Asessement Model" (2014): 139–153, <http://jurnal.iain-padangsidempuan.ac.id/index.php/JP/article/view/451>.

be seen from their unable to use the right sentences and the right time when students want to speak or to write in the tenses.

Tenses in English are changes in time that affect verbs in English³. Tenses are verb changes that are influenced by time and the nature of events. All sentences in English are inseparable from tenses because all sentences must have something to do with the time and nature of the incident. Tenses are one of the most important things when speaking and writing English. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses vary in different languages.

Tense is a change of verbs due to changes of time setting⁴. By using good and correct tenses, speaking and writing will be good too. In addition there are sixteen tenses such as, simple present tense, simple past tense, present continuous tense, future tense, present perfect tense, present perfect continuous tense, past continuous tense, past perfect tense, past perfect continuous tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense, and past future perfect continuous tense.

From the text above the conclusion about the definition of tenses is one of the elements that often learn in learning English, especially in terms of verb-based grammar. Tenses are usually used to indicate the time or state of an action when a sentence is spoken.

³Windy Novia, *Basic English Grammar*, 1st ed. (GAMA PRESS, 2010), p223.

⁴F R Agustina, "Basic English Grammar Explained" (2021), <http://digilib.uinkhas.ac.id/id/eprint/3003>.

Present Future Tense is called simple future tense is the grammatical tense used talking about something that will happen or exist.⁵ Future Tense is a form of time is used to express an action or activity that will be carried in the future⁶. In addition, this simple future tense can also be used for make spontaneous future decisions or assumptions related to the future⁷. From the definition simple future tense the researcher made the conclusion it is simple future tense is a form of tenses that is used to indicate actions or events that will be carried out in the future and do not affect other actions. This tense can also be used to express spontaneous future decisions or assumptions related to the future.

From the results of observations during the learning process students often find difficulties with future tense material in the use of will and to be going to. In these circumstances, educators often have to provide explanations in various ways⁸. Many students have difficulties when they write good English. Based on interviewed at MAS Alliful Ikhwan SAA the students have learned the parts of tenses but their English teacher said that they still have difficulties when using the tenses in a sentence, especially the

⁵Mirna Ritonga, "Present Future Tense Through Mix-Freeze Group" (2017): 1–54, <http://repository.uinsu.ac.id/2744/>.

⁶S.S. M.TESOL, Idaryani, *Bahasa Inggris Untuk Perguruan Tinggi*, ed. S.S. M.TESOL, Idaryani, First. (Lhokseumawe: UNIMAL PRESS, 2015), <https://www.ptonline.com/articles/how-to-get-better-mfi-results>.

⁷Yudi Rosadi, "16 Tenses In English," ed. Yudi Rosadi, 1st ed. (Bandung: media pustaka, 2020), p18, [https://staffnew.uny.ac.id/upload/197912032015042001/pendidikan/All About Tenses.pdf](https://staffnew.uny.ac.id/upload/197912032015042001/pendidikan/All%20About%20Tenses.pdf).

⁸Dian Handayani, "The Use of Comic Strips in Future Tense Material: Class Action for Dkv Students" 3, no. April (2020): 27–34, https://www.researchgate.net/publication/276851256_ERP_Study_of_Affirmative_and_Negative_Sentences'_Impact_on_Self-Positivity_Bias.

simple future tense. Students are still confused when they want to write down or use parts of the simple future tense.

The students are still confused about the use of time and tenses to be used and students who are sometimes embarrassed to practice the use of the future tense and it takes more time to practice. So, it can be said that the students still have some problems in constructing good sentences in the simple future tense. Not only the problems faced by the teacher when teaching namely, there are also problems that come from the personalities of these students. Many of the students were not interested in learning English because according to the students it was very difficult and boring and the students also thought that learning English was not important for the future.

The teacher's strategy in teaching is also very influential on students' interest in learning because if the teacher's way of teaching is not effective the students are automatically not interested in the lesson. Beside that not only students who have difficulties in learning tenses in English especially in learning tenses, but teachers also have difficulties in teaching tenses due to limited study time in class.

Therefore the time to learn to explore these tenses is very limited. So the students not really clear study about English especially in tenses. Based on the background of the problems above, the researcher was interest to do the researcher with the title **“An analysis of students’ ability in using will and be going to in future tense”**.

B. Identifications of the Problem

Based on the background of the study above, there are some problems of the students that related to student's grammar especially in *will* and *be going to* in future tense at the XII grade of MAS Alliful Ikhwan SAA, they are:

1. The students are still difficult to understand *will* and *be going to* in future tense.
2. The students are not interested in learning English especially in future tense.
3. The students do not have enough practice in learning *will* and *be going to* in future tense.
4. The students are lack of motivation in learning *will* and *be going to* in future tense.
5. The students are lack of time in learning *will* and *be going to* in future tense.

C. Limitation of the Problem

Based on identification of the problem above, researcher focused to students' grammar in future tense especially in *will* and *be going to* at the XII grade of MAS Alliful Ikhwan SAA.

D. Definitions of the Terminology Variables

Based on the background of the problems, the researcher has defined the definitions of the operational variables used in this study to reduce misunderstanding about the title of this study.

1. Students' Ability

Students' ability is the ability of the students about something that they have according to their self, though it is from school or the other places. It can be possessed from within them or abilities that are innate from birth or it can also be because they are looking for the abilities they want to have.

2. Will and Be Going To

Will and *be going to* is a form of the formula used in the simple future tense which has almost the same meaning but different placement depending on the context of the sentence we want to say or write. We also use *will* and *be going to* when we want to write or say sentences that we will do in the future.

3. Future Tense

The simple future tense is used to express events that are predicted to occur in the future. Simple future tense sentence forms are also will use express opinions, assumptions about a situation that will come. Generally were followed by the word probably, possibly, perhaps, surely⁹. So the conclusion from text

⁹Novia, *Basic English Grammar*, p251.

above is future tense actually use when talk or write about the future can be whit will and also be going to.

E. Formulations of the Problem

Based on the background of the problem, the researcher formulated the problem of the research as follow:

1. How is the students' ability in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA.
2. What are the teacher's strategies to solve the students' ability in using *will* and *be going to* in future tense at XII grade of Alliful Ikhwan SAA?
3. What are the students' difficulties in learning *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA?

F. Purposes of the Research

The purpose the research is to examine the formulation of the problem. Based on the formulation above the researcher determines the research purpose, were:

1. To know the ability of students of MAS Alliful Ikhwan SAA in using *will* and *be going to* in future tense at XII grade od MAS Alliful Ikhwan SAA
2. To know the teachers' strategy to solve students' ability in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA.

3. To know the students difficulties in learning *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA.

G. Significances of the Research

This research has the benefited for teachers, students, and the researchers. The significances of this research are:

1. For Teachers

The results of this study can help teachers to find out students' abilities in recognizing the correct use of tenses so that they can practically provide more effective teaching about grammatical aspects of *will* and *be going to*.

2. For Students

The results provide information as an insight for students in using and understanding modal *will* and *be going to* so they can practically evaluate and prevent mistakes next time.

3. Further Researcher

The findings of this study can be useful as a reference for further research on various aspects of grammar taught in language learning. In addition, it can influence better research with different methods that will be useful in the field of English education.

H. Outline of the Research

This thesis is divided into five chapters.

Chapter one consists of background of the problems, identifications of problem, limitation of the problem, definitions of the terminology variables, formulations of the problem, purposes of the research, significances of the research, outline of the research.

Chapter two consists of the theoretical description. It divided into subchapters which consist of nature of students' ability, tenses, kinds of tenses, future tense, will, be going to, will or be going to, review of related finding, conceptual framework and hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter, time and place of the research, kinds of research, population and sample, the research instrument, validity of instrument, technique of validity, the technique of data collecting, and the technique of data analysis. Chapter four consists of research findings and discussion. Chapter five consists of the conclusion about the result of this research and suggestion that are given by the researcher.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Students' Ability

Students' ability comes from two words that have meaning each other. A student is a person who is studying at a university or other place of higher education¹⁰. So, a student is a person who is studying at school either elementary or high school, any person interested in a particular subject.

Ability is the quality or capacity of being able to do something well. Ability is a skill of someone physical and cleverness, intelligence develops in power learning. Ability is the students' skill to use knowledge to write the sentences triggered by pictures¹¹. It means that we do something consist of physical or mental achievement as a skill.

Based on definition above, the researcher concluded that students' ability comes from two words they are student and ability. Student ability is a power level of skill or intelligence of a person who is studying in a university or collage in performing something.

¹⁰Harahap Sepriyanti, "An Analysis On The Students' Ability In Completing Simple Future Tense Test At Grade X MA YPKS PADANGSIDIMPUAN" (2014): 1–106, https://www.google.com/search?q=An+Analysis+On+The+Students'+Ability+In+Completing+Simple+Future+Tense+Test+At+Grade+X+MA+YPKS+PADANGSIDIMPUAN&rlz=1C1ONGR_enID1027ID1027&ei=FRnKZJ-nM4uQ4-

¹¹Ayu Oktaviani, "An Analysis of the First Year Students' Ability To Write Present Continuous Tense in Simple Sentences Triggered By Pictures At Smk Kartika 1-2 Padang Ayu," *Laboratorium Penelitian dan Pengembangan FARMAKA TROPIS Fakultas Farmasi Universitas Muallawarman, Samarinda, Kalimantan Timur* 10, no. April (2016): 5–24, <https://ojs.stkipgri-lubuklinggau.ac.id/index.php/JPP/article/view/395>.

Students' ability is a level of a skill or intelligence in identifying works that person in studying at school up to a university or collage with the power of the students' or the knowledge of the students and gets good score.

2. Tenses

Tense is which says that tense grammaticalizes the relationship which holds between the time of the situation that is being described and the temporal zero-point of the deictic context'¹². The tense is to show the action of situation that to express by the verb. It is time past, present time or time to come.

Tenses are verb changes that are influenced by time and the nature of events. All sentences in English are inseparable from tenses because all sentences must have something to do with the time and nature of the incident¹³.

Tense is the grammatical category which correlates with distinctions of time. In English, different adverbs of time can affect the form of a sentence, especially the verb and a change in the form of a verb in a sentence caused by a change in the adverb of time is referred to as a change in tenses¹⁴.

From that both of opinion above, the researcher concludes that Tenses is showing actions, measures the current time, time past or time to come, and

¹²Fabiana Meijon Fadul, *Tense in English* (London: Routledge, 2019).

¹³Ali Mustadi et al., "English Modul for SMA," *Journal of Human Behavior in the Social Environment* 3, no. 2 (2014): 417–421,

¹⁴Negar Moradi and Mohammad Jafar Jabbari, "Translation of Negative Politeness Strategies from English into Persian: The Case of Novel Translation," *International Journal of Applied Linguistics and English Literature* 4, no. 2 (2015): 143–150, https://www.researchgate.net/publication/284921251_Translation_of_Negative_Politeness_Strategies_from_English_into_Persian_The_Case_of_Novel_Translation.

verb changes in grammar that indicates an event or act in accordance with the time or event.

3. Kinds of Tenses

In any language, tense is divided into three classes as following:

a. Present tense

Present tense is one of the tenses often used in the preparation of English sentences, the function to state facts, habits, and also events that are happening at the present time¹⁵

The present tense can be divided into:

1) Simple present tense

Simple present tense is a type of tense in English to express ongoing events. The meaning of simple present comes from the word "simple" which means simple (usually done) and "present" means now. Tense itself is a verb that shows the time of an event. The simple present tense is used to express general truths or facts. The simple present tense is used to explain a habit or daily activity.

2) Present continuous tense

Present continuous tense is a form of tense that is used to describe activities that are being carried out or are taking place at this time or now (present). The present continuous tense

¹⁵Yudi Rosadi, "16 Tenses In English," ed. Yudi Rosadi, 1st ed. (Bandung: media pustaka, 2020), 1–33, [https://staffnew.uny.ac.id/upload/197912032015042001/pendidikan/All About Tenses.pdf](https://staffnew.uny.ac.id/upload/197912032015042001/pendidikan/All%20About%20Tenses.pdf).

functions to show an activity or condition that is happening now, occurs frequently, and can be carried out or continued into the future.

3) Present perfect tense

The present perfect tense is a sentence pattern with a change in the form of the verb used to express/express a past action/event that is still continuing today. The event has just happened, but the results or consequences of the event can still be seen and can still be felt at the time the conversation occurs. In addition, this tense is usually used to show events or discuss experiences/changes related to a place.

4) Present perfect continuous tense¹⁶

Present perfect continuous tense is a form of a verb or tenses to express actions that have been completed at some point in the past, or actions that have started in the past, but these actions still occur/continue until the present. Actions in the present perfect continuous tense usually last certain time and are related to current conditions.

From the explanation above there are four kinds of present tense: simple present tense, present continuous tense, present perfect tense and present perfect continuous tense.

¹⁶Citations Reads, "16-Tenses-in-English Presentations," no. July (2020): 1–8, https://www.researchgate.net/publication/343218802_16-tenses-dalam-bahasa-inggris.

b. Past tense

The simple past tense is used to express which activity happened in the past and ended in the past as well as a clear description of the time¹⁷. So, the simple past tense we used when we want to talk or write about something that happened in the past.

The past tense is divided into:

1) Simple past tense

Simple past tense is a tense to show actions that occurred in the past and were completed at a certain time in the past. The simple past tense ends in -ed for regular verbs, while for irregular verbs the form is different

2) Past continuous tense

Past continuous tense is a tense to express an event or occurrence that is happening in the past (past) during a certain time. This tense's form indicates that an action may have occurred before (began before), during (was in progress during), and may have continued after (continued after) there were other actions in the past. Past continuous tense is a form of sentence that is interrupted by another event and can also be combined with other events at the same time.

3) Past perfect tense

¹⁷Hari Prasetyo, *Tata Bahasa Inggris : Jilid Pertama*, 2017, p32.

The definition of past perfect tense is a change in the form of the verb to describe that there was an action in the past that was completed before another action (which was also in the past) occurred. The past perfect tense is often used to indicate an action that happened before another action in the past, thus helping to define the chronological order of events.

4) Past perfect continuous tense¹⁸.

Past perfect continuous tense is a tense or verb form to express an action (with certain duration of time) or an event that was started and is ongoing in the past, but is no longer happening now. The past perfect continuous tense is used to describe an event or action that started in the past, happened in the past, and also finished within a period of time in the past.

From the explanation above there are four kinds of past tense: simple past tense, past continuous tense, past perfect tense and the last past perfect continuous tense.

c. Future tense

Future tense is used to express events that are predicted to occur in the future. Simple future tense sentence forms are also will use express opinions, assumptions about a situation that will come. Generally were followed by the word probably, possibly, perhaps, surely.

¹⁸Reads, "16-Tenses-in-English Presentations."

1) Future tense

The future tense is used to show an event or events that will occur or be performed in the future. To indicate a plan, "will" is used for all pronouns¹⁹. So when used simple future tense when want to talk or write about something that will be happen in the future or like planning.

a) Simple future tense

Simple future tense is a form of tense to show an event that has not yet started and will only occur at some time in the future. These tenses refer to actions that will be performed after now. Apart from expressing this, you can also use the simple future tense to express predictions and wishes.

b) Future continuous tense

Future continuous tense is a combination of simple future tense and continuous tense. Future continuous tense is forms of verb to express events that are taking place in the future or time with specific time information, aka sentences that use this tense have time duration. In using the future continuous tense, there are several uses of adverbs of time that you can write to indicate specific times in the future.

c) Future perfect tense

¹⁹Mustadi et al., "English Modul for SMA," p31.

Future Perfect Tense is a tense or change in a verb to express an event or state something that is predicted to happen, or even be completed in the future. So, when it is discussed, there is an action that has not yet been completed or has not occurred at all. The future perfect tense can also be interpreted as a tense that talks about an action that will be completed between now and some point in the future.

d) Future perfect continuous tense

Future perfect continuous tense is a form of sentence to express actions, actions, or events that will take place until a certain point in the future. In this case, someone will express an action that is happening in the future, but will continue into the future. This tense is also known as future perfect progressive.

e) Future past tense

Past future tense is a tense that explains future events from the perspective of the past. Past future tense can be used to express an event that will take place, make predictions and make promises in the future while in the past. Past future tense has two different forms. Firstly, it is the past form of the modals shall/will so that the use of the past future tense becomes should/would.

f) Future past continuous tense

Past future continuous tense is a sentence structure with verb changes that is used to express an event at a time that will take place in the past. This tense is used to express events that were planned, promised, or hoped for, but these events were not actually realized. The context in this tense is presupposition or assumption, because it shows predictions that do not actually happen.

g) Future past perfect tense

The definition of past future perfect tense is a tense or sentence structure that has the main function of expressing ideas in the past. This idea is in the form of an event that is predicted, planned, promised, or expected to occur at some time in the future, but seen from the perspective of the past.

The description of the past future perfect is that, in the past, you state an event that will happen in the future. However, the event is uncertain. Past future perfect tense is used to tell stories about ideas/ideas that you expressed in the past, so the story you told in the past is related to the future which is uncertain.

h) Future past perfect continuous tense

Future past perfect continuous tense is the tense used to express sentences that would have happened in the past. This tense is similar to the future perfect continuous tense, the

similarity is that both have more than one time description in one sentence. The past future perfect continuous tense is a presupposition or assumption, meaning that the actor in the sentence only makes assumptions in the sentence stated by him.

From the explanation above there are eight kinds of future tense: simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, future past tense, future past continuous tense, future past perfect tense and future past perfect continuous tense.

In this research, the researcher would find the students' ability in using *will and be going to* in future tense at grade XII MAS Alliful Ikhwan Silangkitang. So the researcher focused on the simple future tense and will be described below.

4. Simple Future Tense

a. Definition of Future Tense

Future tense is used to tell activities will happen in the future time. The adverb time is as follow: tomorrow, next week, next month, next year, etc²⁰. Future tense is used to show that an action would take place in future or to indicate about activity in future time, that something will happen and need to do for the future.

²⁰Zulkifli, *Cash English! The Easy Pathway to Speak English with Breakthrough 2/3 Method*, kedua. (Bogor: IN MEDIA-Bogor, 2016), p33.

Future Tense is used for those sentences which refer to the actions which will occur later, in future²¹. Future tense is when a verb is used to show that an action will take place in future, it is known as the future tense²². It means that future tense is express that an action or an action will be begun in future time.

From the definition above, it can be concluded that future tense is used to show that an action will take place in future or to indicate about activity in future time with unsure time. The time signals are used in future tense they are tomorrow, the day after tomorrow, soon, later, next time, next week.

In this research the researcher chooses theory from Novia. “Verbal sentences in the form of simple future tense are generally used to express an action that will be carried out or an event that will occur in the future”²³. It means that future tense express that an action or an action would be begun in future time or is use to indicate about activity in future time with unsure time. So, it can be concluded that future tense is used to show that an action would take place in future or to indicate about activity in future time with unsure time.

²¹Rezky Dora Daulay, “The Analysis Kinds Of Tenses In Qs. Al-Ikhlās Al-Falaq An-Nas In English Translation,” no. 13 (2020), <https://oneseearch.id/Record/IOS14688.5825/TOC>.

²²Jayanthi Dakshina murthy, “Contemporary English Grammar,” in *Third Edition*, ed. Bits N Bytes, third edit. (New delhi: Shivam printers delhi, 2003), 1–552.

²³Windy Novia, *Basic English Grammar*, 1st ed. (GAMA PRESS, 2010), p250-251.

b. Form of Simple Future Tense²⁴

There are kinds of future tense as follows:

1) Simple Future tense in Active

Active form is used to make a statement. It is also called denoting the voice or form of a verb whose subject is the performer or agent of action of a verb or showing action rather than state of being (said like throw and walk).²⁵ So the researcher can conclude that the active form in future tense is used as a statement in a sentence. The formulations are:

a) Positive sentence/ Affirmative sentence

Affirmative is expression that indicates assent or argument. So, affirmative sentences is expressions that indicating assent or argument.

The formula:²⁶

Subject + shall/ will + verb1 +
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²⁴Sécurité Alimentaire and E T La, *2_English Grammar in Use 5th Edition by R. Murphy*, fifth., 2018.

²⁵Ahmad Amiruddin, "The Effect of Modified in Simple Future Tense" (FKIP UMP, 2010), [https://repository.ump.ac.id/74/3/Ahmad Amiruddin Chapter II.pdf](https://repository.ump.ac.id/74/3/Ahmad_Amiruddin_Chapter_II.pdf).

²⁶A Ardiansyah, Sudirman Maca, and Syahriah Madjid, "Makassarese and English Affirmative Sentences Pattern (A Linguistic Contrastive Study)," no. 1 (2021): 1–20, <https://journal.unibos.ac.id/jlle/article/view/1136>.

Table 2.1
Positive sentence/ affirmative sentence

I We	Shall/ Will	Verb1
She He It You They	Will	Verb1

Examples:

1. Arifin will go to mosque for sholat
2. We shall make a cake later
3. It will rain to night
4. Ramli will go to Mekkah tomorrow
5. She will read an Al-Qur'an

b) Negative sentence

Negative is containing, express or implying a denial or refusal, that express by say no. In future tense, to forming the negative sentence, is added by not. It can be seen on the table below:

The formula:²⁷

subject + shall/ will+ not + verb1

²⁷Dewi, Sartika, At all, "An Analysis of The Second Year Students' Difficulties In Changing Affirmative Sentence Into Introgative Sentence In Simple Present Tense At SMP Negeri 3 Kota Solok" (2003): 3–45, <https://ejournal.bunghatta.ac.id/index.php/JFKIP/article/view/3490>.

Table 2.2
Negative Sentence

I We	Shall/ Will	Not	Verb1
She He It You They	Will	Not	Verb1

Examples:

1. Arifin will not go to mosque for sholat
2. We shall not make a cake later
3. It will not rain to night
4. Ramli will not go to Mekkah tomorrow
5. She will not read an Al-Qur'an

b) Interrogative sentence

Interrogative is ask or having the form of a question. So, interrogative sentence is the sentence that to ask something or having the form a question. There are two kinds of these sentences interrogative sentence have the following:

1. Interrogative sentence.

Interrogative sentences are formed by placing shall/will in front of the subject. The answer to the interrogative sentence can use yes or no.

The formula:²⁸

shall/ will + subject + verb 1

Table 2.3
Interrogative sentence question or short answer

Shall/ will	I We	verb 1
Will	She He It You They	verb 1

Examples:

1. Will Arifin go to mosque for sholat?
 2. Shall we make a cake later?
 3. Will it rain to night?
 4. Will Ramli go to Mekkah tomorrow?
 5. Will she read an Al-Qur'an?
2. Interrogative Sentence with question word

The formula:²⁹

Question Word + Shall/ Will + Subject + V1

²⁸Wenhui Li et al., "ERP Study of Affirmative and Negative Sentences' Impact on Self-Positivity Bias," *Journal of Psycholinguistic Research* 45, no. 4 (2016): 769–778, https://www.researchgate.net/publication/276851256_ERP_Study_of_Affirmative_and_Negative_Sentences'_Impact_on_Self-Positivity_Bias/link/556c3af408aeccd7773a31ca/download.

²⁹MA. DR. Mohammad Arif, *Easy English Grammar*, ed. Moh Fadholi and Vika faiza Rahma, 1st ed. (Pandasari kertosono nganjuk: IReSS PRESS, 2012).

Table 2.4
Interrogative Question or Long Answer Question

Question word	Will	I We She He	Verb1
Question word	Shall/ Will	It You They	Verb1

Examples:

1. When will Arifin go to mosque for sholat?
2. Where will Ramli read Al-Qur'an?
3. What will they plan this afternoon?
4. When will they go to mekkah?
5. Where will Siah live?

5. Will

According to Huddleston and Pullum, “basically will express future time and has predictive meaning. It also has other meanings as one of the modal auxiliaries. It is grammatically and semantically belongs to pure modals with can, may, must, and so forth”³⁰. Like other pure modals, will do not take inflection –s and is followed by the simple form of a verb. Commonly, it is also contracted with preceding pronoun and noun. Then, will is followed by not in negation and come first before the subject in the question. Not only to

³⁰Huddleston, R., & Pullum, G. K. (2017). *The Cambridge Grammar of The English Language*. Cambridge University Press (CUP).

express future time and prediction, will can be use for these extended meaning:

1) Volition

Will is used as a volition marker based on the context that the speaker wants to assign. Volition comes from the speakers' intention.³¹ The sentences above express volitional sense of intention. However, volition also range from weak' of willingness and strong' of insistence.

For example:

I will close the door, if you like.

I will be leaving Jakarta tomorrow, no matter what happened.

The first sentence is common in request and offer, while the second one is indicated by the phrases of no matter what happened and the verb's stress.

2) Inferred Probability

Will can be used as an inferred probability about the immediate future. For example "that will be the 7.30 bus". The sentence above indicated that the speaker knows the information in a particular condition. The speaker may express the information if we assume that he or she has a daily routine to go by bus and know the schedule that bus arrives at 7.30,

³¹Marije Baalman et al., "Modality," *Proceedings - 40th International Computer Music Conference, ICMC 2014 and 11th Sound and Music Computing Conference, SMC 2014 - Music Technology Meets Philosophy: From Digital Echos to Virtual Ethos* (2014): 1069–1076, https://www.researchgate.net/publication/267413590_Music_Technology_Meets_Philosophy_From_Digital_Echos_to_Virtual_Ethos_-_Proceedings_of_the_40th_International_Computer_Music_Conference_joint_with_the_11th_Sound_and_Music_Computing_Conference_Volume_/in.

the use of will is more specific than other modals such as may and should. Will have a similar meaning to must. When speakers refers action that are still doubt or depend on the

Condition that are unknown or less controllable, they tend to use will instead be going to with adverb such as probably, maybe, think) I'm going to visit my father in September. I will probably spend some time in Bali around Ubud. And then I think I will go to Kuta beach as well.

3) Requests (polite alternatives to commands)

Will is used when the speaker wants to express command politely. The speaker can change the command into a request using will.

For example:

Come to my office after lunch.

Will you come to my office after lunch?

The second sentence uses will to make a request, which is slightly more polite than the first sentence.

For example:

A: The package's coming.

B: I'll get it.

If will is added with not in negation, it can be also a refusal.

For example:

A: what is your religion?

B: I won't tell you

Furthermore, will is used when we have just decided to do something and announce our decision. It is also called decision without planning.

For example:

I think I will directly to Seoul.

If we want to state a fact about the future, use will.

6. Be Going To

Be going to is another modal that is similar to will that is used to talk about the future. Be going to is used to indicate future time, a form of be and the expression going to is used the simple form of a verb to indicate future time³². Be going to contracted with not in negation, have the order of subject + aux in a positive sentence, and be available in interrogative form. Be going to contract with preceding pronouns and have the change form in the past form.

For example:

I am going to market at 8 am.

I am not going to market at 8 am.

Am I going to school at 8 am.?

“Be going to belongs to semi-modals but they are slightly different from the rest of semi-modals due to its function mostly to mark time instead of stance meaning”³³. Be going to is usually used to talk about

³² Krohn Robert, *English Sentence Structure*, ed. Arbor Ann (Canada: United States of America, 2001).

³³ Susan Conrad, Douglas Biber, and Geoffrey Leech, *Student Grammar of Spoken and Written*, third., 2003.

future plans where a decision about the plan has been made before it is said (intention). Apart from that, be going to can also predict something that we think will definitely happen or that we have evidence or clues at this time.

a) Future time: Planned Action

Be going to is the modal used to talk about the future besides will, but they are not always used interchangeably. He argued that be going to is used to indicate planned future action, something that is a well-fixed plan.

For example:

I am going to send the email at nine o'clock.

(I plan to send the email at nine o'clock)

2). Future time: Immediately Imminent Action

Furthermore, be going to is used to express an action that appears to be happening soon or already started³⁴

For example:

Quickly! We're going to be late! Quickly! We'll be late. Assuming the speakers see the watch and the time shows that the class

7. Will or Be Going To

The main distinction of will and be going to is will used for decision without planning, while be going to is a decision already made. However,

³⁴Cowan, R. (2008). *The Teacher's Grammar of English A Course Book and Reference Guide*. New York: Cambridge University Press.

either will and be going to can be used for predicting future happenings and situations³⁵. Instead of using will and be going to to express actions or activities in the future for general, there are distinction between the use of will and be going to³⁶. Will use when want to make a decision at the moment of speaking and be going to for decision about the future that have already been made³⁷. It can see that it is going to rain from the clouds on the sky now. It is can use either will or be going to in conditional sentences with little difference in meaning

However, we can choose different forms to talk about the same future situation using will and be going to, but it depends on speakers' ideas. Furthermore, we can use will or be going to to talk about the past activity that was still in the future point of view of the speaker. Use be going to for a plan that did not happen and will for the prediction made in the past.

The variation of situation of will and be going to appears to be complicated and simple at the same time. Therefore, it needs a specific strategy to teach will and be going to. The activity that can be used by intermediate students to practice will and be going to is to describe a vacation they intended to take after the differences between them are explained. The instructor might bring in a map or pictures to show the countries or places they want to visit.

³⁵Alimentaire and La, *2_English Grammar in Use 5th Edition by R. Murphy*.

³⁶ Rosyida Ekawati, "ENGLISH : Grammar & Structure" (2012): 114.

³⁷ Martin Hewings, "Advanced Grammar in Use," in *Advanced Grammar in Use*, second., vol. 21 (New: cambridge university press, 2001), 406–410.

The instructor must explain first the difference between will and be going to in meaning and then asked them to describe to write out the itinerary. After that, the students can describe their trip to other students using will and be going to. The students can consider to use either will and be going to based on the real context and situation that they have described on the activity³⁸. So when will want to used there is specific time to know for the best when wan to write or talk whit use because there is rules when will want to use so it can be true in the grammar.

B. Review of Related Findings

There are some related findings to this research, the researcher had done as below: first, In Harahap research, the result of her research said that the students' ability in completing simple future tense test can be categorized into "Good category"³⁹.

The second, Ellena research the result of this research is that the students still have difficulties using will and be going to viewed through the types of errors that are highly caused by the context of learning⁴⁰. The third, Thienkao research the result of this research is the students still have difficulties and feel

³⁸Cisneros Ortega Sara Patricia, "An Analysis On Students' Errors In Using Will And Be Going To" 3, no. 2 (2021): 6, https://repository.uinjkt.ac.id/dspace/bitstream/123456789/63820/1/1117014000010_ELLENA - ELLENA MHS 2017.pdf.

³⁹Sepriyanti, "An Analysis On The Students' Ability In Completing Simple Future Tense Test At Grade X MA YPKS Padangsidempuan."

⁴⁰Patricia, "An Analysis On Students' Errors In Using Will And Be Going To." https://repository.uinjkt.ac.id/dspace/bitstream/123456789/63820/1/1117014000010_ELLENA - ELLENA MHS 2017.pdf

confused in using the simple future tense because there are still many errors found in the sentences⁴¹.

The fourth, Alberto in his thesis the result of his research is the difficulties of students in general, is in making complete sentences or complete sentences using the simple future tense.⁴² After being calculated based on the data that has been obtained, fifty seven, seventy eight percent 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.

The last, Garidhels in the research with the result of this thesis is After analyzing the data, found errors in simple usage future tense (shall/will, be going to, be about to/be to, present continuous as future marker) which can then be classified into addition, omission, substitution, and ordering errors mistakes.⁴³

The conclusion from the related findings above is that some of these researchers get the result that students still have difficulties in using *will and be going to* or distinguishing *will and be going to*, but there are also those who get the result that students can distinguish *will and be going to*, even though only a few percent. Then the scores from the related findings above are very different

⁴¹Thanyaporn Thienkao et al., *An Error Analysis of the Future Perfect Tense Usage . a Case Study of Year 3 College Students . an Error Analysis of the Future Perfect Tense Usage . a Case Study of Year 3 College Students .*, 2016,
http://ethesisarchive.library.tu.ac.th/thesis/2016/TU_2016_5821040457_6974_4782.pdf.

⁴²Albert Alberto Ardiansyah, "The Ability in Understanding Simple Future Tense At Tenth Grade Students of Senior High School 3 Jambi City" (2022),
[http://repository.unbari.ac.id/1122/1/Alberd Alberto Ardiansyah %281800888203002%29.pdf](http://repository.unbari.ac.id/1122/1/Alberd%20Alberto%20Ardiansyah%20281800888203002%29.pdf).

⁴³Garidhels S. Pontoh, "Error Analysis in the Use of Simple Future Tense by Class XI Students in SMA" (2014), <https://www.neliti.com/id/publications/84287/analisis-kesalahan-dalam-penggunaan-simple-future-tense-oleh-siswa-kelas-xi-di-s>.

from one another and the type of methodology they use in chapter three and to collect data is also different.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was carried out at MAS Alliful Ikhwan SAA at grade XII. It is located at SAA boarding school, Aek goti village, District. Silangkitang, Regency. South Labuhan Batu, North Sumatra. This research was conducted from January 2023 until November 2023.

B. Method of Research

This research used mix method. The design of this research was sequential explanatory. The researcher used this type of research because the researcher first used quantitative, in quantitative the way to collect the data and then supporting it with statements in qualitative collect the data. Mix method research draws on potential strength of difficulties and problem solving, allowing researcher to explore diverse perspective and uncover relationship that exists between the intricate layers of our multifaceted question.

Based on the statement above, the researcher used quantitative analysis method to know how is the students' ability in using *will* and *be going to* in simple future tense and qualitative analysis to know the teacher strategies to solve the students' ability in using *will* and *be going to* in simple future tense as to know the difficulties at grade XII MAS Alliful Ikhwan SAA.

C. Population and Sample

1. Population

In this research, the population was all the students of MAS Alliful Ikhwan SAA at grade XII were population. The total populations were 25 students for gave the test. The populations for interview were the entire English teacher at MAS Alliful Ikhwan SAA. It means that population is number of whole subjects of the research that is very important in doing research. Students at grade XII in MAS Alliful Ikhwan SAA is one class. It can be seen in the following table:

Table 3.1
Population of the grade XII MAS Alliful Ikhwan SAA

No	Class	Total of Students
1	XII	25

2. Sample

The sample of this research was XII at grade XII of MAS Alliful Ikhwan SAA and an English teacher. The researcher selected the sample by using total sampling technique. Total sampling is a sampling technique where the number of samples is the same of the population⁴⁴. The reason for taking total sampling was because the total population is less than one hundred the entire population is used as a research sample. It means that in this research the sample was

⁴⁴Muhyi, Muhammad, Buana, Adi, et all *Metodologi Penelitian*, ed. Dr. Liknin Nugraheni (Surabaya: adi buana university press, n.d.).

took class XII = 25 students. So total of sample of this research were 25 students. It can be seen from the table follow:

Table 3.2
Sample of Research

No	Class	Total
1.	XII	25

D. The Research Instrument

The instruments of collecting data would be used in this research were:

1. Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligent ability. The material in a test is selected after careful analysis of the kind of reading a students in the level for which the test is intend may be call upon to do. The researcher was used the test make some questions about writing future tense text in order to get the information about the students' using "*will* and *be going to* in simple future tense test". The researcher stated the total of test is twenty items, and the items every number can be given three or more every item. The test already made in some questions about *will* and *be going to* in future tense. It means that if all the answer is correct the totality score for this test is one hundred.

Table 3.3
Indicator Questions

No	Indicator	Number
1	The students are able to complete <i>will</i> in positive sentence	1, 5, 6, 8,10, 11, 20,18
2	The students are able to complete <i>will</i> in negative sentence	13, 19, 22
3	The students are able to complete <i>will</i> in interrogative sentence	2, 21, 23
4	The students are able to complete <i>Be going to</i> in positive sentence	3, 4, 7, 9, 14,
5	The students are able to complete <i>Be going to</i> in negative sentence	12, 16, 25
6	The students are able to complete <i>Be going to</i> in interrogative sentence	15, 17, 24
	Score	25

The questions that the researcher made and gave to the validator were fifty items and the validator was chosen twenty five for the test that is valid by the validator it can be seen in appendix.

2. Interview

In this research, the researcher have used structural interview. In structural interview the researcher has prepared the question an alternative of the answer that has been given to the interviewer. So in the interview the researcher has asked to the English teacher about what is teachers' strategy to solve students' ability in using *will* and *be going to* tense test At Grade XII MAS Alliful Ikhwan SAA.

In a research, the interviewer has been conducted face to face. The researcher concludes that interview is an activity that will be

done to get information by giving the question to the teacher. So, the researcher has done the interview teacher the English teacher that, what is the students difficulties in learning and the students solution to overcome, How do English teacher solve the problems, how the students result in learning simple future tense test.

E. The Research Instrument

According to Sugiyono, Validity is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researchers⁴⁵. In validate to instrument of the research, the researcher have used a validator. The validators are people who are competent and understand about development in learning by evaluating and paying attention to cognitive, affective aspects and are able to provide input and suggestion for improving the evaluation tools that have been prepared. So the test has been validated by expert of writing, she is the English teacher in MAS Alliful Ikhwan SAA.

F. Technique of Validity

This research was used the type of construct validity. Where construct validity concerns the extent to which your test or measure accurately assesses what it's supposed to. It is important to operationalize constructs into concrete and measurable characteristics based on your idea of the construct and its dimensions. Construct validity has traditionally been

⁴⁵Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, (Gegerkalong Hilir: Bandung , 2014) p. 177.

defined as the experimental demonstration that a test is measuring the construct it claims to be measuring. Before the measuring instrument is tested on student, the test items that have been prepared are first consulted with experts for assessment.

The assessment was carried out by expert, this assessment was conducted to determine the construct validity of the student achievement test. Construct validity of a test should be demonstrated by an accumulation of evidence⁴⁶.

G. Technique of Data Collecting

In order to collect the data, there are some several steps that have been taken by the researcher. Collecting data is a way to collect the data of the research. Collecting data is activities aim at gathering good information to answer emerging research question.

The instrument of data collecting in this research is test and interview.

1. Test

- a. The researcher prepared the test for the students' related to the material *will* and *be going to* in simple future tense.
- b. Then, the researcher gave the instructions to the students for do the test.
- c. The researcher gave the test to the students.

⁴⁶Gregory Gerard Jansen, *Improving Validity and Reliability In STAT 2000 Assessments*, (BS Clemson University, 2011) p. 4

- d. The students answered the test.
- e. After students done the test, the researcher collected the paper.
- f. Last, the researcher checked the answer of the test.

2. Interview

The researcher has done the private interview in individual meeting. The researcher has done the interview to collect the data. It has received the information about this research. The researcher has done the interview directly with the English teacher in MAS Alliful ikhwan SAA. Below is list of interview:

- a) What is teacher strategy to solve the students' ability in using *will* and *be going to* in simple future tense?
- b) What is students' difficulties in learning *will* and *be going to* in simple future tense?

H. Techniques of Data Analysis

After collecting the data, the research would analyze the data by using some steps as shown below:

1. Test

- a) Using mean score to analyze the test result.

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

The measns of formula is:

M: Mean score (average)

N: Sum of respondents

X: Total of the result.⁴⁷

Table 3.4
Criteria Score Interpretation

No.	Score	Criteria
1.	0-20	Very low
2.	21-40	Low
3.	41-60	Enough
4.	61-80	High
5.	81-100	Very High ⁴⁸

After the researcher found the mean score of all students, it is consulted to the criteria as follow:

- a. If the value of the means score is 0-20, it is classified as having extremely low ability.
- b. If the value of the means is 21-40, it is considered low ability.
- c. If the value of the means is 41-60, it may be classified as having sufficient ability.
- d. If the value of the means score is between 61 and 80, it can be classified as high ability.
- e. If the mean score is between 80 and 100, it might be classified as extremely high ability

⁴⁷Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R & D.*, 2nd ed. (Bandung: ALFABETA cv, 2008).

⁴⁸Syah Darwyan, *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press, 2009), p.74.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discussed about the result of the research based on the title “An analysis of students ability in using *will* and *be going to* in future tense at grade XII of MAS Alliful Ikhwan SAA”. The researcher had analyzed and calculated it and followed by testing a test. It would be explained as follow:

A. Research Findings

1. The students' ability in using *will* and *be going to* in future tense

To know the students' ability in using *will* and *be going to* in future tense, the researcher used the test as instrument of collecting the data. Whereas, the researcher asked to use *will* and *be going to* in future tense correctly. The total number of the test were 25, the score of a question were 4. Thus, the total score of the entire test were 100.

a. Test

To make understanding this research, it was described based on one variable. It was students' ability in using *will* and *be going to*. It would be described further as follow result of identifying types of sentence.

The researcher used test as an instrument to collect the data. It consisted of 6 indicators. They were *will* in positive sentence, *will* in negative sentence, *will* in interrogative sentence, *be going to* in positive sentence, *be going to* in negative sentence, and *be going to* in interrogative sentence. There are sub indicators for

indicators such as students are able to identify *will* in positive sentence, students are able to identify *will* in negative sentence, students are able to identify *will* in interrogative sentence, students are able to identify *be going to* in positive sentence, students are able to identify *be going to* in negative sentence and students are able to identifying *be going to* in interrogative sentence.

Every single indicator has the same score. It is based on the difficult level category. After the students finished their test, the researcher corrected these results and gave score for each student. Then, the instrument had been given for the twelfth grade students of MAS Alliful Ikhwan SAA, the score each of them could be seen in the table below:

Table 4.1

The students' ability in using *will* and *be going to*

No	Initial	Score
1	AK	36
2	AH	24
3	ANA	52
4	ASAS	24
5	AA	24
6	DA	28
7	HR	68
8	ES	32
9	JSS	36
10	MJH	24
11	MRI	36
12	MSP	48
13	NR	40
14	NK	36

No	Initial	Score
15	PR	40
16	RS	32
17	JK	72
18	FS	64
19	FA]	64
20	YAP	24
21	AR	80
22	ASS	56
23	HD	64
24	AAP	68
25	BW	56
Total		1128
Mean Score		45.12

Based on the table above, the total scores of the students' ability in using *will* and *be going to* at grade XII MAS Alliful Ikhwan SAA test was 1.128. It can be seen that there were students initial AK with the score 36, initial AH with the score 24, initial ANA with the score 52, initial ASAS with the score 24, initial AA with the score 24, initial DA with the score 28, initial HR with score 68, initial ES with score 32, initial JSS with the score 36, initial MJH with score 24, initial MRI with the score 36, initial MSP with the score 48, initial NR with score 40, initial NK with the score 36, initial PR with score 40, initial RS with score 32, initial JK with score 72, initial FS with score 64, initial FA with score 64, initial YAP with score 24, initial AR with score 80, initial ASS with score 56, initial HD with score 64, initial AAP with score 68, and initial BW with score 56.

From the explanation above the researcher gave the information who was student got 80 as the highest score and there were students who has 24 score as the lowest score. After obtaining the scores, these scores were used to determine the score of the quality as follow:

Table 4.2
The Quality Score of the Students ability
In Using *Will* and *Be Going To*

No	Students Initial Name	Total Score	Quality Score
1	AK	36	Low
2	AH	24	Low
3	ANA	52	Enough
4	ASAS	24	Low
5	AA	24	Low
6	DA	28	Low
7	HR	68	High
8	ES	32	Low
9	JSS	36	Low
10	MJH	24	Low
11	MRI	36	Low
12	MSP	48	Enough
13	NR	40	Low
14	NK	36	Low
15	PR	40	Low
16	RS	32	Low
17	JK	72	High
18	FS	64	High
19	FA	64	High
20	YAP	24	Low
21	AR	80	High
22	ASS	56	Enough
23	HD	64	High
24	AAP	68	High

No	Students Initial Name	Total Score	Quality score
25	BW	56	Enough
Total			1128

Based on the table above, it is clearly seen that quality score the students' score in using *will* and *be going to* in future tense is different. Whereas, there were many students have low, enough, and high. It means that the ability at grade XII MAS Alliful Ikhwan SAA in 2022/2023 academic years in using *will* and *be going to* in simple future tense is various.

From the table above, the researcher made conclusion that there were 14 students having low score, there were 4 students having enough score, and also there were 7 students having high score. The total from the all of students was 25 students. After obtaining the highest and lowest scores, these scores were used to determine the score of the interval as follow:

Table 4.3

Interval class of students scores in suing *will* and *be going to*

No	Interval	Frequency
1	24-33	8
2	34-43	6
3	44-53	2
4	54-63	2
5	64-73	6
6	74-83	1
7	I=10	25

Interval class of the students score in using *will* and *be going to* in future tense has explained by the researcher. After finding the mean score, median, modus, the highest score and the lowest score of students' ability in using *will* and *be going to* in simple future tense. The researcher made the explanation into specific explanation.

From the table above, the researcher calculated that the interval is 10. There are 8 students in interval 24-33, 6 students in interval 34-43, 2 students in interval 44-53, 2 students in interval 54-63, 6 students in interval 64-73 and the last 1 student in interval 74-83. So the conclusion from the tables above is the interval is 10 and also the frequency is 25. After obtaining the interval and frequency, these scores were used to determine the score of the mid-point as follow:

Table 4.4

Mid-point of the students scores in using *will* and *be going to*

No	Interval	Frequency	Mid-Point	Percentage
1	24-33	8	29.5	32%
2	34-43	6	39.5	24%
3	44-53	2	49.5	8%
4	54-63	2	59.5	8%
5	64-73	6	69.5	24%
6	74-83	1	79.5	4%
7	i=10	25		100%

From the table above, mid-point in interval 24-33 and frequency 8 is 29.5, mid-point in interval 34-43 and frequency 6 is 39.5, mid-point in interval 44-53 and frequency 2 is 49.5, mid-point in interval 54-63 and frequency 2 is 59.5, mid-point in interval 64-73 and frequency 6 is 69.5, and the last mid-point in interval 74-83 and frequency 1 is 79.5. After obtaining the interval, frequency and mid-point, these scores were used to determine the score of the percentage as follow:

Table 4.5

Percentages of students score in using *will* and *be going to*

No	Interval	Frequency	Mid-Point	Percentage
1	24-33	8	29.5	32%
2	34-43	6	39.5	24%
3	44-53	2	49.5	8%
4	54-63	2	59.5	8%
5	64-73	6	69.5	24%
6	74-83	1	79.5	4%
7	i=10	25		100%

From the all score in using *will* and *be going to* in future tense has explained by the researcher. After finding the mean score, median, modus, the highest score, the lowest score, interval class, frequency, mid-point, and percentage of students' ability in using *will* and *be going to* in simple future tense. The researcher made the explanation into specific explanation. It can be concluded that there were 8 students in interval 24-33 with the mid-point is 32%, there were 6 students in interval 34-43 with mid-point is 39.5 is 24%, there were 2 students in interval 44-53 with mid-point 49.5 is 8%,

there were 2 students in interval 54-63 with mid-point 59.5 is 8%, there were 6 students in interval 64-73 with mid-point 69.5 is 24%, and the last there was 1 student in interval 74-83 with mid-point 79.5 is 4. To categorize the level ability in identifying types of sentence, it could be seen as below:

Table 4.6

The students' percentages score in using *will* and *be going to*

No	Scores	Level of ability	Percentages scores
1	81-100	Very high	0(0%)
2	61-80	High	7(28%)
3	41-60	Enough	4(16%)
4	21-40	Low	14(56%)
5	0-20	Very low	0(0%)
Total			100%

After analyzing the students' result in using *will* and *be going to* in future tense at grade XII MAS Alliful Ikhwan SAA. It could be seen that there were 0% of the students at very high level category, 28% students were categorized as high levels consisting of 7 students, then 16% students were recognized as enough levels consisting of 4 students, 56% of students were consisting of 14 students were categorized in low level and, 0% of the student as very low levels category consisting of 0 student. After obtaining the percentages score, these scores were used to determine the variable of statistic score as follow:

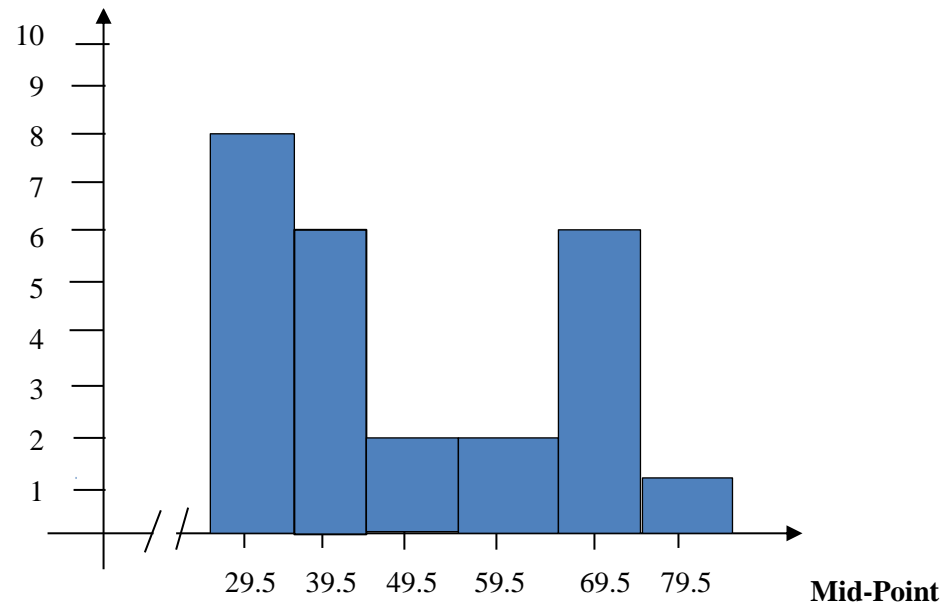
Table 4.7

Resume of variable in using *will* and *be going to*

No	Statistic	Variable
1	Highest score	80
2	Lowest score	24
3	Range	56
4	Mean score	45
5	Median	41
6	Modus	31

Based on the table 4.4 above, it was known that the variable of using *will* and *be going to* in future tense which followed by 25 students, based on the total number of sample the highest score was 80 and the lowest score was 24. The range score was 56, mean score was 45, median was 41 and modus was in 31. Based on data calculation mean score 45, the researcher concluded that the students' ability in using *will and be going to* in simple future tense at grade XII MAS Alliful Ikhwan SAA was “**enough category**”.

Figure 1 Data Description

Frequency:

2. The teacher's strategies to improve the students' ability in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA

Based on interviewed with English teacher the teacher said that, the strategy that English teacher used when teaching English, especially in tenses material, the strategy that English teacher used are teacher center and students to students, in teacher center the teacher give explanation for the material to the students and make the questions and answers section to make the students more understand. And students to students study in groups indicates that the members of the group interact and participate contribute thoughts to achieve common goals. Every individual expected to participate actively, get

distribution tasks and develop social-moral traits. The English teacher only based on the textbook that is used or given by the school as usual, English teacher only teaches what is in the book and then explains it to the students. After that, English teacher told students to work on the questions in the book. English teacher rarely used interesting media or games due to limited time in teaching the material, so for students who don't understand students can ask English teacher or students' friends, if they still don't understand, English teacher will give students assignments to do at home because at school time is very limited because there is still a lot of material that must be taught⁴⁹.

3. What are students' difficulties in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA.

Based on interviewed with the English teacher, the English teacher said that, the difficulties that students experienced when learning grammar, in tenses, especially *will and be going to* in future tense, namely the lack of vocabulary that students have, difficulty and confusion when using *will and be going to*, the students are confused about *will and be going to* suitable for use, the students don't master tenses well, the students lack of curiosity about the material is coupled with their own lazy nature, the students are still confused about using *will and be going to* because the students don't know the difference

⁴⁹Evi Rizkita S.Pd, English teacher of MAS Alliful Ikhwan SAA, *Interview* on thursday 10 August 2023

between the two and clear even though it has been explained and learned at school⁵⁰. It can be seen in appendix.

B. Discussion

This research discussed about the students' ability in using *will* and *be going to* in future tense at XII grade MAS Alliful Ikhwan SAA. The researcher want to know the students' ability in using *will* and *be going to* in future tense so, the researcher analyzed how is students' ability in using *will* and *be going to* in future tense at XII grade MAS Alliful Ikhwan SAA. The researcher conducted a test. The researcher who conducted the test to determine the level of students' ability in using *will* and *be going to* in future tense. The test was that have been conducted by researcher.

1. Based on the general result research of calculation, the researcher find out the mean score was 45.12, modus was 31 and median was 41. There were number of research have been done. Every single research had similarities and differences with this research. The researcher has written it briefly.
2. The teachers' strategy to improve the students' ability in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA were teacher center and students to students. In teacher center the English teacher explain about the material and give the student's time for question and answer section and also

⁵⁰Evi Rizkita S.Pd, English teacher of MAS Alliful Ikhwan SAA, *Interview* on thursday 10 August 2023

give the homework or test to the students to make the students understand the material. Students to students, in here the teacher made group that consist of some of students and make discussion section for the students.

3. students' difficulties in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA were lack of vocabulary that students have, the students difficulties and still confused when use *will* and *be going to* in simple future tense.

The first was thesis by Harahap with the title. The aim is to know the ability of students of MA YPKS Padangsidimpuan in completing simple future tense test, and to know students difficulties in completing simple future tense. The test was conducted to find out students ability in completing simple future tense. The researcher found on students' percentage in completing simple future tense text was 78.125%. The researcher found the difficulties were low in using simple future tense in the sentence. Some students did not know to completing simple future tense in a test or sentence. The result of the data analyze was that the students' ability in completing simple future tense at X grade of MA YPKS Padangsidimpuan was categorized into **Good category**⁵¹.

The similarities of Sepriyanti's thesis is both of them to know the students ability in writing, completing or using future tense. Therefore the

⁵¹Sepriyanti, "An Analysis On The Students' Ability In Completing Simple Future Tense Test At Grade X MA YPKS Padangsidimpuan."

differences between them were the sepriyanti' s research is to identify the students ability in completing future tense while in this research the researcher is to using *will* and *be going to* in simple future tense and then from sepriyanti' thesis she used quantitative research but in this thesis the research used mix method explanatory.

The second thesis made by Ellena's research with title an analysis on students' errors in using *will* and *be going to*. The kind of this research is qualitative research by using descriptive method. The purpose of this research is to recognize the students errors in using *will* and *be going to*. According to the research findings, students committed all types of errors.

It was found that the highest was misselection (76.10%). The errors of miss election occurred when students wrongly chose the item or form of *will* and *be going to* in a correct utterance. Furthermore, the students' errors were caused by more than one source. The context of learning (62.20%) was the dominant cause due to the teacher, the teaching material, or the social situation that provides misleading information and explanation regarding the use of *will* and *be going to*. So the result of this research is the students still have difficulties in *using will* and *be going to* viewed through the types of errors that are highly caused by the context of learning⁵².

The similarities of Ellena thesis is both of them explain about *will* and *be going to* and also kinds of *will* and *be going to*, and to analyzed the

⁵²Patricia, "An Analysis On Students' Errors In Using Will And Be Going To." https://repository.uinjkt.ac.id/dspace/bitstream/123456789/63820/1/1117014000010_ELLENA - ELLENA MHS 2017.pdf

students ability in using *will* and *be going to*. While the differences between both of them are in the previous study using a type of qualitative descriptive research while the researcher now using quantitative with descriptive method.

The third was Thanyapron thesis. This research was use qualitative research using quantitative descriptive method. The subjects of this study were 30 years three college students between 21 to 13 years old. The subjects were both female and male students who studied in marketing, food and beverage, and business computer major. In this thesis the researcher was use random sampling to chosen the subject. The researcher was use two instrument it was in part one was demographic data of subjects, and in part two was a multiple-choice test consisting of 30 items. In the multiple choices it was found that the most dominant errors were the use of tense errors. Students did not understand the concept of the future perfect tense due to lack of sufficient exposure and practice in the case of L2 learning. The results of test reveals that out of 900 items, students gave the correct answer only for 231 items or 26%, while 669 items or 74 % were incorrect answers. In the fill in the blank test the most dominant error made by the students in the use of future perfect tense was miss formation, at 322 or 93% of students. The second most dominant error was verb form, at 14 or 4%. The third most dominant error was omission, at 10 or 3% of students. The

results of the study showed that the dominant errors with regard to future perfect tense usage⁵³.

The similarities between both of them discuss the simple future tense specially in using *will* and *be going to* in simple future tense in a sentence, like positive sentence, negative sentence and interrogative sentence. While the difference between both of them are when using methodology in collect the data, and the way to found out population and sample.

The fourth was written by Ardiansyah. This research design uses quantitative as a research design and descriptive as research methodology of this study. The source of data in this research was taken from 30 students of X MIPA 6 in academic year 2021/2022. The researcher used the test as research instrument to collect the data to know the ability in understanding simple future tense. For the result it was found that the students of class X MIPA 6 at senior high school 3 Jambi City in general still had difficulties in mastering the simple future tense. This is dominated by the part where they are asked to make complete sentences using the simple future tense⁵⁴.

The similarities between two are the some in discussing the types of sentence, and to find the ability students when write simple future tense. While the difference is the first writer used qualitative method while the

⁵³Thanyapron Thienkao et al., *An Error Analysis of the Future Perfect Tense Usage . a Case Study of Year 3 College Students . an Error Analysis of the Future Perfect Tense Usage . a Case Study of Year 3 College Students .*, 2016, http://ethesisarchive.library.tu.ac.th/thesis/2016/TU_2016_5821040457_6974_4782.pdf.

⁵⁴Albert Alberto Ardiansyah, "The Ability in Understanding Simple Future Tense At Tenth Grade Students of Senior High School 3 Jambi City" (2022),

researcher use descriptive quantitative method and also the difference both of them are, in the previous research which about students' essay writing.

The last is from Garidhels. This research was a mix method study with research subjects 71 students. There are two stages in data collection; first, before taking data the author first explains about the use of the simple future tense during English classes to students. Second, after finishing explaining the students were given questions in the form of a test which contained simple future tense material. For the result After analyzing the data, found errors in simple usage future tense (shall/will, be going to, be about to/be to, present continuous as future markers) which can then be classified into addition, omission, substitution, and ordering errors⁵⁵.

The similarities between the two are that discuss the types of simple future tense sentence in simple future tense in positive, simple future tense in negative sentence, simple future tense in interrogative sentence, in *will* and *be going to*, in using methodology mix method for collect the data. While the differences between both of them are the research use qualitative method but in this research the researcher use mix method.

From interviewed with the English teacher about what are the teachers' strategies to solve the students' ability in using will and be going to in future tense. The researcher made the discussion that the strategies

⁵⁵Garidhels S. Pontoh, "Analysis students difficulties on understanding of Simple Future Tense by Class XI Students in SMA" (2014), <https://www.neliti.com/id/publications/84287/analisis-kesalahan-dalam-penggunaan-simple-future-tense-oleh-siswa-kelas-xi-di-s>.

English teacher used when the teacher do the teaching in the class same like the other teacher were teacher center and students to students. The teacher used book from the school for teach the students and give the questions for students to make the students more understand about the material. So it is compare with the students ability in using will and be going to in future tense.

For the students' difficulties when learn will and be going to in future tense still difficult to find out and to use both of will and be going to, because they have not enough to do practice well in English especially in will and be going to in future tense. From the other problems that the students have so it is also compare with the ability from students when the students using will and be going to in future tense.

C. The Threats of The Research

In this research, the writer believed that there were many threats. It started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time because the students have many activities to do. Therefore, the researcher give medium time to students while do the test.

The researcher was aware that all the things would want to be searched but to get the excellent result from the research were the treats of the research. The researcher has searched this research. Finally, it has been done because the helping from the entire advisors and English teacher.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the research and calculation of the data, the researcher got the conclusion that students' ability in using *will* and *be going to* in future tense at the XII grade of MAS Alliful Ikhwan SAA was categorized into “**enough category**”. It can be seen from the value of the percentage from mean score gotten by students, that is **45.12**. The students who get low quality score are 14 students. Students who get enough quality score are 4 students, students who get high quality score are 7 students with the lowest score is 24 and highest score is 80.

The teachers' strategy to improve the students' ability in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA were teacher center and students to students. In teacher center the English teacher explain about the material and give the student's time for question and answer section and also give the homework or test to the students to make the students understand the material. Students to students, in here the teacher made group that consist of some of students and make discussion section for the students. The last related to students' difficulties in using *will* and *be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA were lack of vocabulary that students have, the students difficulties and still confused when use *will* and *be going to* in simple future tense.

B. Suggestion

After take the conclusion, the researcher wants to give the suggestion above the result of the research. It can be seen as bellow:

1. For the Headmaster of MAS Alliful Ikhwan SAA the researcher expects the head master of MA YPKS Padangsidimpuan to become more active in controlling the process of teaching and learning that is doing by the teachers especially English teachers. The researcher also expects the head master to encourage the teachers and students to complete all of equipment's which they need in order to get the best quality of teaching and learning especially using future tense test.
2. For the teacher, the teachers have to explain the tense clearly, especially the tense that will be used simple future tense test. The English teacher is better to teach the students about simple future tense test.
3. For the students, the researcher expects the students to study hard and more about tense especially future tense test. Then, they enrich their English formula and learn how to construct the tense. If they are master about formula of future tense, they will be easier for using simple future tense test.
4. The researcher suggest to another researcher would conduct a research related to the topic this study, especially to find out other students ability in using will and be going to in future tense.

C. Implication

Implication is something that suggested or happens indirectly of finding of study. The result of this research is about an analysis of students' ability in using *will and be going to* in future tense at XII grade of MAS Alliful Ikhwan SAA. Based on the result of this research. It is known that the ability of students when the students using *will and be going to* in future tense the students have learned at school before. That is related to the implications are as follow:

1. Based on the result of this research that the teacher can know how the ability of students when using *will and be going to* in future tense. So the teacher can improve the students' ability when using *will and be going to* with the strategies that the teacher have and can make it better than before.
2. Based on the theory that has formulated by researcher. It can be seen that the students have difficulties when using *will and be going to*. So with the teachers' strategies it can be improving the students ability when using *will and be going to*.

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APPENDIX

STUDENTS' NAME AND INITIAL AT GRADE XII OF MAS ALLIFUL

IKHWAN SAA

NO	STUDENTS' NAME	INITIAL
1	AAN KURNIAWAN	AK
2	ANDRIANI HARAHAP	AH
3	ARINI NUR AFNI	ANA
4	AUDYLIA STIA ARIS SIVA	ASAS
5	ABDILLAH AMELIAMSyah	AA
6	DESTI ARIANTI	DA
7	HENGKY RAMBE	HR
8	ESTI SYAHFITRI	ES
9	JAKA SERVI SAPUTRA	JSS
10	MELIKA JULIANDA HARAHAP	MJH
11	MUHAMMAD RENDI IRAWAN	MRI
12	MUHAMMAD SANDI PRANATA	MSP
13	NANDA RAMAYANI	NR
14	NISA KURNIA	NK
15	PUTRI RATIH	PR
16	RAHMAT SIREGAR	RS
17	JAJANG KURNIAWAN	JK
18	FADLI SYAHPUTRA	FS
19	FAHRI ANANDA	FA
20	YOWANDA ADY PRANATA	YAP
21	ADITIA RAHMADI	AR
22	ALDI SETIA SIREGAR	ASS
23	HENGKI DANUARTO	HD
24	AZRIL ABI PURNAMA	AAP
25	BRYAN WIDIANTO	BW
	TOTAL	25 STUDENTS

APPENDIX

Multiple Choice

LIST OF STUDENTS' TEST

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
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
3. Toni : will you be busy tonight?
Candra : I'm so sorry, but, _____.
A. I am helping my brother doing our project.
help my brother
B. I am going to help my brother doing our project.
helping my brother
C. I will be go
D. I was
4. We _____ as soon as possible.
A. Will returned
be returned
B. Are going to return
returned
C. is going to
D. will be
5.buy the extra foods in winter.
A. I will
B. I'm going to
C. I'm going
D. Will
6. I make some bread
A. Am going
B. Am going to
C. Will
D. Will not
7. I am..... Be a teacher in 5 years
A. Going to
B. Be going
C. Will
D. Will to
8. I___ *eat this pasta*
A. Will
B. Going to
C. Going
D. Will be
9. Look at this football match, England is ___ win for sure.
A. Going to
C. Will be

- B. Am going
10. She ___ be graduate this month
- A. Will be
- B. Is going
11. She willat the airport tomorrow at 7 a.m
- A. Arrive
- B. Arrives
12. I am not be a doctor because it is not my dream
- A. Will
- B. Will be
13. My mom said that she would go to the traditional market.
Make this sentence into negative sentence!
- A. My mom said that she will not go to the traditional market
- B. My mom said that she would not go to the traditional market
- C. My mom said that she would not be going to the traditional market
- D. My mom said that she would not have gone to the traditional market
14. I am some new books next Sunday
- A. Go to buy
- B. Going to buy
15. to be a president in 5 years?
- A. Are you going
- B. Am going to
16. My sister visit my father because he is sick
- A. Is going to
- B. Will be
17. Is she Visit his grandmother next holiday?
- A. Going to
- B. Will to
18. Will you Here all day long?
- A. Work
- B. Be working
19. Indy video games in a year
- A. Will not play
- D. Will
- C. Be going
- D. Will
- C. Be arriving
- D. Be arrived
- C. Going to
- D. Go to
- C. Gone to
- D. Went to
- C. Will I
- D. Will I to be
- C. Will
- D. Is not going
- C. Is going to
- D. Will going
- C. Have
- D. Have been
- C. Will not be

- B. Will not be playing
have been playing
- D. Will not
20. He at the dorm for the last couple of years
- A. Will stay
stayed
- C. Will have
- B. Will be staying
been staying
- D. Will have
21. The singer will sing three songs
Make this sentence to interrogative sentence!
- A. Will the singer be singing three songs?
- B. Will the singer sing three songs?
- C. Will the singer have been singing three songs?
- D. Will the singer have sing three songs?
22. My little sister to sleep until my mom come back home
- A. Is going
- C. Will not go
- B. Will be
to
- D. Are going
23. Are do the museum tomorrow
- A. You will
- C. We will go
- B. You go to
to
- D. We going
24. I return a book to you tomorrow, okay?
- A. Going to
to be
- C. Am going
- B. Will to be
- D. Will be to
25. I am move from this class
- A. Will be
- C. Will be go
- B. Going
to
- D. Not going

APPENDIX

KEY ANSWER

No	Answer
1	C
2	A
3	B
4	B
5	A
6	C
7	A
8	A
9	A
10	D
11	A
12	C
13	A
14	B
15	A
16	D
17	A
18	A
19	A
20	A
21	B
22	C
23	C
24	C
25	D

APPENDIX

THE GRADE OF XII MAS ALLIFUL IKHWAN SAA

STUDENTS' SCORE IN USING WILL AND BE GOING TO IN SIMPLE

FUTURE TENSE

No	Initial	Score
1	AK	36
2	AH	24
3	ANA	52
4	ASAS	24
5	AA	24
6	DA	28
7	HR	68
8	ES	32
9	JSS	36
10	MJH	24
11	MRI	36
12	MSP	48
13	NR	40
14	NK	36
15	PR	40
16	RS	32
17	JK	72
18	FS	64
19	FA	64
20	YAP	24
21	AR	80
22	ASS	56
23	HD	64
24	AAP	68
25	BW	56
Highest Score		80
Lowest Score		24
Total		1128
Mean Score		45.12

APPENDIX

Interview with the English teacher

1. What are teachers' strategies to improve the students' ability in *using will* and *be going to* in simple future tense at XII grade of MAS Alliful Ikhwan SAA?

Researcher : how long have you been an English teacher in this school?

English teacher : I have been an English teacher for four years

Researcher : what are your difficulties when teaching English?

English teacher : My difficulty in teaching English is that sometimes students are lazy because they don't understand, also sometimes students feel bored when learning things they don't understand because they don't master much English vocabulary

Researcher : what are teachers' strategies to improve the students' ability specially in using *will* and *be going to*?

English teacher : the strategies that I used are teacher center and students to students, in teacher center I give the explanation about the material and make the answer question section, and students to students I make study in a groups indicates that the

members of the group interact. Sometimes I make the game to make the students do not feel bored.

APPENDIX

Interview with the students of XII grade at MAS Alliful Ikhwan SAA

1. What are students' difficulties in using will and be going to in simple future tense at XII grade of MAS Alliful Ikhwan SAA.

Interview1

Researcher : have you ever study about English?(pernahkah kamu belajar bahasa inggris)

Student1 : yes I have (iya saya pernah)

Researcher : have you ever study about simple future tense specially in using will and be going to? (apakah kamu pernah belajar tentang tenses simple future tense khususnya belajar tentang menggunakan will and be going to)

Student1 : yes I have study. (iya saya pernah belajar tentang itu)

Researcher : what are your difficulties in using will and be going to in simple future tense?. (apa kesulitan kamu dalam belajar menggunakan will and be going to in simple future tense)

Student1 : I have lack of vocabulary and I do not like study English because I do not understand. (saya kekurangan kosa kata dalam bahasa inggris dan juga saya tidak suka belajar bahasa inggris karena saya tidak mengerti.

Interview2

Researcher : have you ever study about English?(pernahkah kamu belajar bahasa inggris)

Student2 : yes I have (iya saya pernah)

Researcher : have you ever study about simple future tense specially in using will and be going to? (apakah kamu pernah belajar tentang tenses simple future tense khususnya belajar tentang menggunakan will and be going to)

Student2 : yes I have study. (iya saya pernah belajar tentang itu)

Researcher : what are your difficulties in using will and be going to in simple future tense?. (apa kesulitan kamu dalam belajar menggunakan will and be going to in simple future tense)

Student2 : my difficulties in using will and be going to in simple future tense are I still confused when I using will and be going to because the meaning is same and I do not know well about the tenses. (kesulitan saya dalam menggunakan will and be going to in simple future tense yaitu saya tetap merasa bingung ketika saya menggunakan will and be going to karena arti dari keduanya sama dan saya tidak begitu paham dengan tenses.

Interview3

Researcher : have you ever study about English?(pernahkah kamu belajar bahasa inggris)

Student3 : yes I have (iya saya pernah)

Researcher : have you ever study about simple future tense specially in using will and be going to? (apakah kamu pernah belajar tentang tenses simple future tense khususnya belajar tentang menggunakan will and be going to)

Student3 : yes I have study. (iya saya pernah belajar tentang itu)

Researcher : what are your difficulties in using will and be going to in simple future tense?. (apa kesulitan kamu dalam belajar menggunakan will and be going to in simple future tense)

Student3 : I have difficulties in using will and be going to in simple future tense, I am lazy to study English because I do not understand and I have lack of vocabulary. (saya kesulitan dalam menggunakan will and be going to in simple future tense, saya malas belajar bahasa inggris karena saya kurang paham artinya karena saya kekurangan kosa kata).

Interview4

Researcher : have you ever study about English?(pernahkah kamu belajar bahasa inggris)

Student4 : yes I have (iya saya pernah)

Researcher : have you ever study about simple future tense specially in using will and be going to? (apakah kamu pernah belajar tentang tenses simple future tense khususnya belajar tentang menggunakan will and be going to)

Student4 : yes I have study. (iya saya pernah belajar tentang itu)

Researcher : what are your difficulties in using will and be going to in simple future tense?. (apa kesulitan kamu dalam belajar menggunakan will and be going to in simple future tense)

Student4 : I have difficulties in using will and be going to because I do not know well about the tenses and also I still confused about will and be going to suitable for use. (saya memiliki kesulitan dalam menggunakan will and be going to karena saya tidak begitu tahu tentang tenses dan juga saya tetap merasa bingung tentang will and be goingv to ketika ingin menggunakannya).

Interview5

Researcher : have you ever study about English?(pernahkah kamu belajar bahasa inggris)

Student5 : yes I have (iya saya pernah)

Researcher : have you ever study about simple future tense specially in using will and be going to? (apakah kamu pernah belajar tentang tenses simple future tense khususnya belajar tentang menggunakan will and be going to)

Student5 : yes I have study. (iya saya pernah belajar tentang itu)

Researcher : what are your difficulties in using will and be going to in simple future tense?. (apa kesulitan kamu dalam belajar menggunakan will and be going to in simple future tense)

Student5 : my difficulties when I using will and be going to is I do not understand well about tenses specially in simple future tense, so I still confused to using will and be going to because the meaning is same but the time for we use is different. (kesulitan saya ketika saya menggunakan will and be going to yaitu saya tidak begitu paham mengenai tenses khususnya di simple future tense, saya tetap merasa kebingungan dan kesulitan dalam menggunakan will and be goingto karena artinya sama hanya saja ketika waktu yang menggunakannya berbed).

APPENDIX

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students' score from low score to high score

24	24	24	24	24
28	32	32	36	36
36	36	40	40	48
52	56	56	64	64
64	68	68	72	80

2. High score = 80
3. Low score = 24
4. Range = high score- low score
= 80-24
= 56
5. Total of classes = $1+3,3 \log(n)$
= $1+3,3 \log(25)$
= $1+3,3 (1,3979)$
= $1+ 4,61307$
= $5, 61307$
= 6

$$6. I = \frac{\text{jangkauan}}{\text{banyak kelas}}$$

$$= \frac{80 - 24}{5,61307}$$

$$= \frac{56}{5,61307}$$

$$= 9,97$$

$$= 10$$

7. Mean score

No	Interval	Fi	Xi	Fixi
1	24- 33	8	40,5	324
2	34- 43	6	38,5	231
3	44- 53	2	48,5	97
4	54- 63	2	58,5	117
5	64- 73	6	68,5	411
6	74- 83	1	78,5	78,5
I= 10		25		1.258,5

$$\text{Mean} = (x) = \frac{\sum x}{n}$$

$$(x) = \frac{1.128,5}{25}$$

$$= 45,12$$

8. Median

$$\text{Me} = \frac{n}{2}$$

$$= \frac{25}{2}$$

$$= 12,5$$

$$\text{Me} = tb + \left(\frac{\frac{n}{2} - fk}{fm} \right) \cdot p$$

$$= 33,5 + \left(\frac{\frac{25}{2} - 8}{6} \right) \cdot 10$$

$$= 33,5 + \frac{12,5 - 8}{6} \cdot 10$$

$$= 33,5 + \frac{4,5}{6} \cdot 10$$

$$= 33,5 + \frac{45}{6}$$

$$= 33,5 + 7,5$$

$$= 41$$

9. Modus

$$\text{Mo} = tb + \left(\frac{d_1}{d_1 + d_2} \right) \cdot p$$

$$= 23,5 + \left(\frac{7}{7+2} \right) \cdot 10$$

$$= 23,5 + \left(\frac{70}{9} \right)$$

$$= 23,5 + 7,77$$

$$= 31,2$$

APPENDIX

DOCUMENTATION

Giving the instruction to the students



Giving the test to the students



Collecting the students' answer sheet



Interview with the teacher



CURRICULUM VITAE



A. Identify

Name : MAY SARI AISYAH DALIMUNTHE
Nim : 1920300068
Place and Birthday : Pandayangan 28 Mei 2001
Gender : Female
Religion : Islam
Address : Pandayangan, Ulumahuam, kec
Silangkitang, kab Labuhan Batu Selatan.

B. Parent

1. Fathers name : Syamsul Bahri Dalimunthe
2. Mother name : Almh. Ernawati Harahap

C. Educational Background

1. Elementary school : SD. Negeri 112229 Salingsing
2. Junior High School : SMP Negeri 1 Silangkitang
3. Senior High School : SMA Negeri 1 Silangkitang
4. College : UINSYAHADA Padangsidempuan