

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

This study discusses about the effectiveness of using *Table-Chart* as a medium in teaching Simple Future Tense for the eighth graders of MTs AL-ASROR Semarang in the academic year of 2010/2011.

1. General Concept of Grammar

a. Definition of Grammar

The word grammar has several meanings and there is no exact definition about it. Different experts define the term of grammar differently. Grammar means an analytical and analogical study of sentences. The Longman Dictionary of Applied Linguistics written by Jack Richards defines the term grammar is “a set of rules of a language that show how sentences are formed which describes the knowledge which a speaker has of his or her language”.¹ The rules of grammar, as the dictionary suggests, grammar is about how words changed and how they are put together into sentences which guides people how to speak and write correctly. It is hoped that someone knows how to construct sentences as utterances in understandable form.

Linda Gerot states grammar is “a theory of language of how language is put together and how it works”.² The meaning of her statement about language is accessible through the words and their order is realized or expressed. More particularly, it is study of wordings. Wordings are characterized such as how does a sentence able to explain meaning through sounds or letter. In conclusion, it is the study and practice of the rules by which words change their forms and are combined into sentences.

¹Jack Richards, *Longman Dictionary of Applied Linguistics*, (United Kingdom: Longman, 1990), p. 125.

²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler,1995), p. 2.

Jeremy Harmer said that:

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentences. Thus a grammar is a description of the rules that govern how a language's sentences are formed.³

From the statements above it can be concluded that grammar is a study about the rule of word formation into a manageable and understandable sentences.

In learning certain language, grammar is part of language components that must be learned by the students. It is essential to avoid misunderstanding when they use the language to communicate. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written.

Teaching English grammar for Junior High School considers grammar as one of the language components to be taken into accounting by the teacher because it is the principle in constructing sentences in a language. Grammar is a central to the teaching and learning. It is also one of the most difficult aspects of language to be taught well.

b. Importance of Learning Grammar

Having known the definition of grammar, it is not hard to understand why grammar is useful and important. A theory of grammar which helps us understand how texts work. Without knowing the grammar of the language, one cannot construct the sentences or utterances in understandable forms.⁴ Every speaker of a language knows the uses of the language as means the utterances will be more understandable.

³Jeremy Harmer, (ed.), *How to Teach Grammar*, (United Kingdom: Longman Group., 1999), p. 1.

⁴Linda Gerot and Peter Wignell, *op.cit.*, p.3.

The speaker must find the appropriate grammatical construction which is required by the English language to convey the ideas. If he does not know the grammar of English, the hearers misunderstand his taught. For example, *I invite you will come to my party tonight* which cannot be used to transmit his ideas. Therefore, learning English grammar is inevitable if one wants to learn the language because as states before; grammar as a written description of the rules of the language and a set of the rules how to construct sentences in understandable forms. In grammar, there are a lot of aspects covered, including English tense.

Tense is the form of the verb which indicates time relation. The description of forms differs according to the way the term tense is interpreted. The most common interpretation is a semantic one; each tense roughly indicates a kind of time. On the basis of this interpretation by meaning, some grammarians present three tense systems. They are Present, Past, and Future.⁵

Present Tense describes habitual actions, routine activities, or things that are generally or always true. Past Tense is used to express action that happened in the past. Future Tense describes the actions that happened in a future time. In conclusion, the general forms of simple tenses that indicate the certain times of actions divide into Present Tense, Past Tense, and Future Tense.

2. General Concept of Simple Future Tense

a. Definition of Simple Future Tense

Simple Future Tense describes actions or events which will take place in the future time; expressing planned future actions.⁶ In other words, Future Tense is a verb form that marks the event described by the verb as not having happened yet, but expected to happen in the

⁵Marcella Frank, *Modern English: A Practical Reference Guide* (New Jersey: Prantice Hall, 1972), p. 52.

⁶Penny Ur, *Grammar Practice Activities: A practical Guide for Teacher*, (United Kingdom: Cambridge University Press, 1988), p. 94.

future time. The Simple Future Tense is used to express the action is intended, planned, scheduled, assigned, expected, and so on.

We have already seen that the Future Tense can be expressed contextual limitation by the Simple Present Tense and by Present Progressive verb phrase. To limit the discussion on the future, the writer concentrate only on the future which is diversified into *will/shall* plus the simple verb and the future form with *be going to* of an auxiliary verb to be (*am, is, are*) plus *going to* plus the simple verb.

b. Usage of Simple Future Tense

1) Will

Will is used in the Simple Future Tense construction when we make quick decisions and decide to do something at the moment of speaking. Common use of *will* is for willingness. Time expression with *will* usually come at the end of the sentences, e.g. We *will* finish the assignment tomorrow.⁷

We often use will for the following manner to talk about:

- a) Promise, e.g. I *will* see you next week.
- b) Intention, e.g. Students will do all the works himself.
- c) Willingness, e.g. I will be glad to do that for you.
- d) Volition expression, e.g. If you will wash the dishes, we *will* dry them.
- e) Plans and schedules, e.g. The store *will* open late next month.
- f) Prediction, e.g. Flying *will* be dangerous
- g) Instruction, e.g. They *will* deliver this package to the bookstore.
- h) Obstinance and Willfulness, e.g. Boys *will* be Manager.
- i) Supposition, e.g. You *will* see from my post card.⁸

The conclusion is Simple Future Tense depends on such factors as whether the action is intended, planned, schedule, assigned, and expected in the future time.

⁷Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall Regent, 1989), 2nd Ed., p.45.

⁸Marcella Frank, *op.cit*, p. 75.

2) Shall

Shall is usually used to express obligation and compulsion. *Shall* is used rather than *will* to express determination. *Shall* has rule is often given for the Future Tense. *Shall* is used for expressing a request for agreement or an offer to do something for someone. *Shall* is used with the first person pronouns *I* and *we* to express future action.⁹

We often use *shall* for the following manner to talk about:

- a) *Shall* express threat, when we may express a threat to someone, this expression can be used, e.g. If you speak like that again, I *shall* punish you.
- b) *Shall* express a promise, when we make a promise, this is formula of *shall* can be used, e.g. I *shall* go to Mecca after get much money.
- c) *Shall* express request for permission, we used to express request for permission to someone, this expression can be used, e.g. *Shall* I close the door?¹⁰

Moreover, *shall* is used to express strong determination or obligation when the speaker doing something. *Shall* is used with first person singular and plural pronoun (*I* and *we*).

3) Be going to

Be going to express future actions that have already decided to do something before the time of speaking (especially the near future). Times expressions used with *be going to* include tomorrow, next week, next month, next year, etc. We have to concern with the subject which is used in the sentences. *I* with *be am*. You, we, they with to be *are*, and the third person singular using to be *is*.

⁹Marcella Frank, *op.cit.*, p. 75

¹⁰George E. Wishon and Julia M. Burks, *Let's Write English*, (USA: Litton Educational Publishing International, 1980), p.234.

We can use *be going to* form for the following matters:

- a) *Be going to* makes prediction (guesses) about the future. It is used to express immediate expression, based on something happening now, e.g. *You are going to* fall into the hole.
- b) We use *be going to* for plans made before the moment of speaking, e.g. *We are going to* hear a lecture.¹¹

Clearly, *be going to* can be used to talk about certain planning, intentions and decisions that have been made before moment of the speaking and doing something.

c. Formula of Simple Future Tense

The Simple Future Tense for verbal sentence is formed with *S+ shall/ will+ infinitive* for the 1st person singular and plural pronoun. The negative form is formed by *S+ will+ not+ infinitive*. Interrogative is formed by *shall/ will+ S+ infinitive?*¹² The formula of Simple Future Tense in Verbal sentences can be seen as follow:

- 1) Formula of Simple Future Tense using *will* in verbal sentence:
 - a) Affirmative form: **Subject + will + VI + Object + Adverb.**
 - b) Negative form: **Subject + will + not + VI + Object.**
 - c) Interrogative form: **Will + S + VI + Object + Adverb?**
- 2) Formula of Simple Future Tense using *shall* in verbal sentence:
 - a) Affirmative form: **Subject + shall + VI + Object + Adverb.**
 - b) Negative form: **Subject+ shall + not + VI + Object + Adverb.**
 - c) Interrogative form: **Shall + S + VI + Object + Adverb?**
- 3) Formula of Simple Future using *be going to* in verbal sentence:
 - a) Affirmative form: **S + be going to+ VI + Object + Adverb.**
 - b) Negative form: **S+ be + not+ going to+VI+ Object + Adverb.**
 - c) Interrogative form: **Be + S + going to+VI + Object + Adverb?**

¹¹M. Kathleen Mahnke and Robert O'dowd, *Grammar Links 2: A Theme-Based Course for Reference and Practice*, (New York: Houghton Mifflin Company, 2003), 2nd Ed, p. 100.

¹²Raymond Murphy, *English Grammar in Use*, (Sydney: Cambridge University Press, 1991), p. 12.

Look at the following examples using *will/ shall* in verbal sentences:

Affirmative	Negative	Interrogative
I shall/ will cook	I shall/ will not cook	Shall I cook?
You will cook	You will not cook	Will you cook?
She will cook	She will not cook	Will she cook?
We shall/ will cook	We shall/ will not cook	Shall we cook?
They will cook	They will not cook	Will they cook?

The Simple Future Tense for affirmative is formed with *be+ going to+ infinitive* for all persons. Negative form is also constructed by *be+ not+ infinitive*. Interrogative is formed by inverting *be+ subject+ going to+ infinitive*.¹³

Formula *be going to* of Simple Future Tense in verbal sentences can be seen as follow:

Affirmative	Negative	Interrogative
I am going to +VI	I'm not going to+ VI	Am I going to +VI?
We are going to +VI	We aren't going to+VI	Are we going to+VI?
You are going to+VI	You aren't going to+VI	Are you going to+VI?
They're going to+VI	They aren't going to+VI	Are they going to+VI?
He is going to +VI	He isn't going to + VI	Is he going to +VI?
She is going to +VI	She isn't going to + VI	Is she going to + VI?
It is going to +VI	It isn't going to +VI	Is it going to +VI?

The nominal sentence for Simple Future Tense in affirmative form is formed with *Subject+ shall/ will+ be+ Complement*, the negative sentence is formed with *Subject+ will+ not+ be+ Complement* and the interrogative sentence is formed by inverting the *shall/ will* before *Subject+ be+ Complement?*

¹³M. Kathleen Mahnke and Robert O'dowd., *op.cit.*, p. 94.

The formula of Simple Future Tense in nominal sentences can be seen as follow:

- 1) Formula of Simple Future Tense using *will* for nominal sentence:
 - a) Affirmative form: **Subject + will + be + Complement.**
 - b) Negative form: **Subject + will + not + be + Complement.**
 - c) Interrogative form: **Will + S + be + Complement?**
- 2) Formula of Simple Future Tense using *shall* for nominal sentence:
 - a) Affirmative form: **Subject + shall + be + Complement.**
 - b) Negative form: **Subject+ shall + not + be + Complement.**
 - c) Interrogative form: **Shall + Subject + be + Complement?**
- 3) Formula of Simple Future for *be going to* in nominal sentence:
 - a) Affirmative form: **S + be going to+ be + Complement.**
 - b) Negative form: **S+ be + not+ going to+ be + Complement.**
 - c) Interrogative form: **Be + S + going to+ be + Complement?**

Look at the following examples of *will/ shall* in nominal sentences:

Affirmative	Negative	Interrogative
I shall/will be there	I shall/ will not be there	Shall I be there?
You will be there	You will not be there	Will you be there?
She will be there	She will not be there	Will she be cook?
We shall/will be there	We shall/will not be there	Shall we be there?
They will be there	They will not be there	Will they be here?

The nominal sentence of Simple Future Tense for the affirmative is formed with *S+ be+ going to+ be+ Complement*. Negative form is constructed by *S+ be + not+ going to+ Complement*. Interrogative form for nominal sentence is formed by inverting *be+ S+ going to+ be+ Complement*.¹⁴

The Example of nominal sentence can be stated such as *I am going to be a pilot next year*. The negative sentence is *I am not going to*

¹⁴*Ibid*, p. 89.

be a steward. For interrogative can be exemplified *Am I going to be a good teacher?*

Formula of *be going to* for Simple Future Tense in nominal sentences can be seen as follow:

Affirmative	Negative	Interrogative
I am going to be +C	I'm not going to be+ C	Am I going to be + C?
We are going to be+ C	We aren't going to be+ C	Are we going to be+ C?
You are going to be+C	You aren't going to be+C	Are you going to be+C?
They're going to be+C	They aren't going to be+C	Are they going to be+C?
He is going to be+ C	He isn't going to be+ C	Is he going to be+ C?
She is going to be+ C	She isn't going to be+ C	Is she going to be+ C?
It is going to be+ C	It isn't going to be+ C	Is it going to be+ C?

3. General Concept of Media

a. Definition of Media

The word media is derived from the Latin medium which means “a means or instrumentality for storing or communicating information”.¹⁵ According to *National Education Association* (NEA) stated that media which is a device that can be manipulated, seen, listened, read or spoken to convey messages and thoughts with the instruments can be used well in the teaching learning process influence the affectivity of instructional program.¹⁶

From those definitions, it can be concluded that media is something to join message and to stimulate mind, feeling and students' interest to study. Media enable students to acquire knowledge, skills, science, and attitude easily.

According to Gagne' and Briggs cited by Azhar Arsyad, media is devices used to deliver content of material which includes some of

¹⁵Arief S. Sadiman, *et. al.*, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, (Jakarta: PT. Raja Grafindo Persada, 2009), p.6.

¹⁶Asnawir and M.Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p.11.

books, recorder, video, film, photo, graph, picture, television, and computer. In other word, media is a component of sources of learning or vehicle that consists of instructional material, which can motivate students to learn.¹⁷

Based on the statement above, media can be used to transmit a message from the sender to receiver so they can stimulate the students thought, feeling, and attention for the teaching and learning process.

b. Classification of Media

Media is considered as instructional device since it is used to convey messages and help students become affective and enhance their interested in learning process. Therefore, it can motivate the students in teaching and learning process.

Oemar Hamalik classified media of teaching foreign language into four types, they are:¹⁸

1) Visual

Visual media is teaching media that is related to sense of view. It is an image that conveys messages to the students through photo, picture, chart, graph, which illustrate the real object or situation. visual media are usually prepared on papers.

2) Audio

Audio media is a device that relates to our hearing. The message delivered is expressed by using audible symbols. For example: radio, tape recorder, or electronic transcription. Audio recording is related with the students' skill especially in listening

3) Audio-visual

It is a media that can be seen and listened, like a film, video, or television. This media is very important in teaching learning process. By seeing video, students can analyze gestures,

¹⁷Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada,2003), p..4-5.

¹⁸Asnawir and M.Basyiruddin Usman, *op.cit.*, p.29.

paralinguistic, and expressions that help students to see beyond what they are listening and seeing.

4) Drama

Combination of visual and audio media can be effective when used for enjoy teaching and learning situation. For example, two or more students simulate the drama action, role play, games or theatrical group.

From the definition above, the writer concludes that media are classified into visual, audio, and audio visual media. Visual media are teaching media which is related to sense of view; they are chart, picture, and others. Audio media are teaching media which are related to sense of sound, for example radio and tape recorder. Audio visual media are teaching media which are related to sense of view and sound such as television, games, film, etc.

Based on the classification of media of teaching, Classification of visual media according to Gagne can be categorized as follow:¹⁹

a) Photo/ image

Photo is an image captured by means of photography. It is an advantageous printed media which interest the students on the topic which is given by the teacher.

b) Sketch

Sketch is a simple picture, or a rough draft describing the main part without detail.

c) Diagram

Diagram represents a simple picture using lines and symbols, and describes the object in broad outline.

¹⁹Arif S. Sadiman, *et.al.*, p. 29-49.

d) Chart

Chart is a tool for presenting ideas or concepts that are difficult if only in writing or orally conveyed verbally. *Table-Chart* is an advantageous printed media if it is used to present visual information which interest the students' motivation to gain the material.

e) Graphs

Graph is a simple picture using dots, lines, or complete image sometime verbal symbol or also use there.

f) Cartoon

Cartoon is interpretative used of symbols to convey a message quickly and succinctly, or an attitude toward people, situation, or certain events.

g) Poster

Poster is an image that conveys certain impression, able to influence and motivate people's behaviors whom see it.

Those media can be used to attract an interest, clarify the ideas presented, illustrate or decorate a fact that may be quickly forgotten if not visualized. In this study, the writer use the visual medium named *Table-Chart* as the interaction medium because it is expected can help students to learn and pay attention to the material given. Media will also offer enjoyable situation on the teaching and learning process.

4. General Concept of *Table-Chart*

a. Definition of *Table-Chart*

Table-Chart consists of two words. They are table and chart. Table is defined as "a list of facts or figures arranged in columns or rows".²⁰ Meanwhile, chart is "a diagram, graph, etc which gives much

²⁰Wikipedia, "Table", <http://en.wikipedia.org/wiki/table> , cited on October 22 2010.

information about something”.²¹ In conclusion, *Table-Chart* can be defined as a sheet presenting information in the form of graph or table.

As visual medium, *Table-Chart* can be used in teaching and learning process that helps the students to understand the material by giving table to the students which is like the real object or situation to represent form of Simple Future Tense. By *Table-Chart*, students can create their own sentences based on the picture.

It is one of the cheaper visual media that can convey a message to the readers. *Table-Chart* also has a characteristic that can be seen as follows:

- 1) It is more understandable than just explaining in complicated and confused sentences.
- 2) The information that on the *Table-Chart* is retained without a lot of accuracy for over months.
- 3) It can allow us to explain formula or concept in a simple way.²²

b. How to Make *Table-Chart*

Table-Chart is an appropriate medium to teach Simple Future Tense because it is simple and memorable to interpret and map out how the formula of tenses, especially Simple Future Tense is formed. The writer decided to help students to summarize and understand formula of Simple Future Tense in columns and rows.

Firstly, teacher asks the students to create the blanks of *Table-Chart* is like created on the blackboard. It is essential to get all students actively involved in making the chart by them. Then, the teacher and students fill in the chart using simple words. After that, they have to find other words about what they will do in the next day for completing the columns

Secondly, after the students fill all of the columns provided, teacher gives some examples of affirmative sentences about what she

²¹Asnawir and M.Basyiruddin Usman, *op.cit.*, p. 33.

²²Azar Arsyad, *op.cit.*, p.23

will do tomorrow. Then, students create their planning actions under the *Table-Chart* provided on the paper. After that, teacher changes the affirmative forms into negative and interrogative ones.

Finally, Students discuss with their groups to change their assignments into other forms like teacher's examples. Teaching learning process using *Table-Chart* on grammar will be more interesting.²³ By using that medium the students can create personal planning with fun and interesting.

5. Using *Table-Chart* to teach Simple Future Tense

a. Characteristics of Junior High School

Teaching grammar for Junior High School (secondary school) is not easy because the range of age of Junior High School students varies between 13-15 years old. They can be called teenagers. They are in process of changing from children to adult. They less motivated and they presented outright discipline problems.

According to Harmer, the characteristics of Junior High School students are:

- 1) They seem to be less lively and humorous than adult.
- 2) Identity has to be forced among classmates and friends, peers approval may be considerably more important for the students than the attention of teacher, which, for younger children, is so crucial.
- 3) They would be much happier if such problem did not exist.
- 4) They may be disruptive in class.²⁴

In addition, the teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity and passionate commitment to things which interested them. So, teacher should provide opportunities for them to explore and experiment in a stable

²³Nada Nestorovic, "*Table-Chart as A Teaching Device*, www.britishcouncil.org/serbia-elita-newsletter-2009-december-feature_articles-nestorovics.doc, Cited on October 22 2010.

²⁴Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p. 39.

and supportive atmosphere, because they learn new experiences, new rules, and this range of age is one of the most challenging times in life.

Teenagers (teens) are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self- esteem high by:

- 1) Avoiding embarrassment of students at all cost.
- 2) Affirming each person's talents and strengths.
- 3) Allowing mistakes and other errors to be accepted.
- 4) De-emphasizing competition between classmates.
- 5) Encouraging small group work where risks can be taken more easily by a teen.²⁵

Based on statement above, in teaching English grammar for Junior High School, grammar is one of the language components to be taken into accounting by the teacher because it is the principle in constructing sentences in a language.

Grammar is as a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Therefore, teacher role is needed to motivate secondary school students in teaching learning process and they should have discipline and responsibility if the teacher will encourage the students to learn English well.

b. Teaching Simple Future Tense Using *Table-Chart*

We know that language has three major parts: phonology (sound or pronunciation), vocabulary (words), and grammar (sentences formations).²⁶

In learning certain language, grammar is part of language components that must be learned by the students. It is essential to

²⁵Douglas H. Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (New York. Person Education Company, 2001), 2nd Ed., p.92.

²⁶Harold S. Madsen, *Technique in Testing*, (USA: Oxford University Press. Inc., 1983), p. 11.

avoid misunderstanding when they use the language to communicate. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written.

Table-Chart for future time can be seen as follow:²⁷

TIME SIGNALS	RIKA'S PLANNINGS		
	First plans	Second Plans	Third Plans
Tonight	Go to party	Have a dinner	Finish homework
Tomorrow	See a dentist	Iron clothes	Wash the dishes
Next week	Visit my uncle	Trip to Bandung	Modify bicycle
Next month	Go to Bali	Watch a film	Buy car
Next year	Build a mosque	Fly to Mecca	Get married

In teaching Junior High School, *Table-Chart* can be used for:

1) Problem solving (legibility)

The students are involved in finding words to construct the sentence according their planning activities in the future time.

2) Outline / framework design (simplicity)

Fill the columns by simple words will help the students create draft plan by themselves.

3) Marriage of words and visuals (manageability)

The students can compose the words which they have by using formula given by the teacher.

4) Individual expression of creativity (attractiveness)

The teacher gives freedom what they will do next time in the future.

5) Condensing material into memorable format (accuracy)

It is designed for the material about time in the future what will the students dreams in the chart. Using table and simple words will

²⁷Penny Ur, *op. cit.*, p. 102.

more memorable than the students just to memories without visual media.²⁸

Besides teaching grammar in Junior High School, medium of *Table-Chart* also can be used in other graders. Whether in Elementary School, Senior High School, and other graders in Junior High School can also bring significance role in engaging students because facilitated students to understand the material about grammar by constructing the sentence from simple and interesting way.

If the teacher wants to apply *Table-Chart* to teach other's grammar material as well used in MTs AL-ASROR for the eighth grade students in the academic year of 2010/2011, they just need to be able to formulate it into understandable form, so that it can facilitated students to study hard.

In conclusion, *Table-Chart* can be used to teach grammar material and encourage student on every graders of school. Better result will be achieved if the teacher used some card words of verbs to play this activity like the writer way when conducted the experimental research using *Table-Chart* for the eighth grade students in Junior High School.

There are some steps to use this media in teaching Simple Future Tense:

- 1) The teacher asks the students "what *will* you do in the next holiday?"
- 2) The teacher explains the material of simple future tense using a medium of *Table-Chart* was like created on the black board.
- 3) The teacher divided students into some groups which consisted of five members for each group.
- 4) The teacher fills blank columns of *Table-Chart* by simple words based on their planning actions.

²⁸Arief S. Sadiman, *op.cit.* p. 41.

- 5) The students have to complete the columns by simple words according what they will do next holiday on their worksheet.
- 6) The Teacher gives some examples to change the simple words into affirmative, negative, and interrogative sentences based on *Table-Chart* are written on the black board.
- 7) The volunteer group practices the activity in front of the class in using *Table-Chart* was like the teacher.
- 8) The teacher asks member of volunteer group completed the columns in white board and ask him to point other friends to change the simple words based on *Table-Chart* is prepared into affirmative, negative, and interrogative sentences.
- 9) Every student has to create the Table Chart according their planning actions in the students' work sheet and prepares to present if chosen in front of the class.
- 10) The groups which change the sentences into affirmative, negative and interrogative in the first time, they become the winner and get the reward from the teacher. And the other groups have to make five sentences of Simple Future Tense for ten minutes as punishment.

The *Table-Chart* is crucial to engage students to get form of the Simple Future Tense as a result of mutual work. It can help students' imagination in compose good sentence in interesting way of teaching and learning process.

B. Previous Research

The writer has some relevant previous researches that support, there are:

1. Thesis entitled, *The Profile of Students' Mastery of Future Tense (The Case of The Third Year Students' of SLTP Negeri 1 Banyumas in the Academic Year of 1997/1998)*. By Bambang Gunawan (2219962638).²⁹

²⁹Bambang Gunawan, "The Profile of Students' Mastery of Future Tense", *Thesis* (Semarang: Faculty of Language and Art UNNES, 1998). Unpublished Thesis.

(Student of English Department and Art Faculty Semarang State University).

This is a descriptive study about the students' mastery of Future Tense. The population of this study was the third year students' of SLTPN 1 Banyumas in the academic year of 1997/1998. The writer took cluster random sampling in conducting such research. As a result there were 46 students as object of the research. In collecting the data the writer used test. Clearly, he used kind of test those are multiple choice items test.

The result of this research showed that the students' mastery on Future Tense was weak. It can be described that 28, 26% of total students were considered successful and 71, 74% of total students' failed on the test.

The similarity with this thesis is on the focus material; both of them focus on Future Tense. Besides that, the object of the study also the same, both of them conduct the research in Junior High School students. Furthermore, the data collection technique used is test.

The difference can be explained as this thesis conducted in the 3rd year students' of SLTPN 1 Banyumas and used descriptive method. The writer will conduct the experimental research as the method with the 8th grade students of MTs AL-ASROR Gunungpati Semarang in the academic year of 2010-2011.

2. Thesis entitled, *Flow-Chart Picture Story as Medium in Teaching Writing Narrative Text for Junior High School. (The Case of the Eighth Grade Students of SMP 30 Semarang in the Academic Year of 2008/2009)*. By A'yunil Hisbiyah (2201405509).³⁰ (Student of English Department and Art Faculty Semarang State University).

This study is an action research on the application of visual media to improve students' mastery on Future Tense. This study use quantitative

³⁰A'yunil Hisbiyah, "Flow-Chart Picture Story as Medium in Teaching Writing Narrative Text for Junior High School Students", *Thesis*, (Semarang: Faculty language and Art UNNES, 2009), Unpublished Thesis.

approach. The population of this study was the eighth grade students' of SMP 30 Semarang in the academic year of 2008/2009. The writer used random sampling in conducting the research. In collecting the data the writer used test that is pre-cycle, first cycle, and second cycle.

The result of this study showed that there was a difference result in mastering narrative text. It can be seen on achievement scores between students taught using visual media especially flow-chart picture story. It is showed by applied analysis of variance formula to determine whether there was significance matter between the means of pre test was 63,85; the first cycle improved became 68, 42; and third cycle was 76,33. The result was P-value (sig) = 0, 05, so H_0 was rejected, so the writer concluded that the students got improvement in mastering writing narrative using flow-chart picture as media in teaching and learning.

The similarity with this thesis is on using visual media. Both of them, focusing material using visual media chart to attract students' interesting on the material which is given by using chart in classroom activity. The object of the study also the same, both of them conduct the research in the Eighth grade of Junior High School students. Furthermore, the data collection technique used is test.

The differences are on research method; this study used action research but the writer will conduct the research by experimental research. The material given to the students is also difference; the writer will focus on the material of grammar Simple Future Tense, but her study concerned on narrative text using flow chart on the other hand. Meanwhile, the writer will focus on the use of table chart as a medium to teach Simple Future Tense which is expected giving different result after treatment activity in experimental class.

Based on description above, then the writer interested to formulate this research entitled "The Effectiveness of Using *Table-Chart* as a Medium in Teaching Simple Future Tense (An Experimental Research with the Eighth Graders of MTs AL-ASROR in the Academic Year of 2010/2011)".

This study is different as it is explained above and may this study give us enlightenment toward the significances of using some various ways such as *Table-Chart* as medium to teach grammar in order to be well-understood and also to vary the teaching methods in order not to be monotonous.

C. Hypothesis

The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved.³¹ Because the hypothesis was the provisional answer, it was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

The hypothesis of this research is that Using *Table-Chart* is effective in teaching Simple Future Tense for the eighth grade students of MTs AL-ASROR Semarang in the academic year of 2010/ 2011.

³¹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 6th Ed., p. 71.