

**THE USE OF WRITING PICTURE GAME TO IMPROVE  
STUDENTS' UNDERSTANDING ON SIMPLE FUTURE  
TENSE**

**(A Classroom Action Research at the Eleventh Grade of SMK  
Ma'arif NU 01 Semarang in the Academic Year 2015/2016)**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement for Degree of  
Education Bachelor in English Language Education**



**By:  
NANDHIFATUL HARISAH  
STUDENT NUMBER: 123411081**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
WALISONGO STATE ISLAMIC UNIVERSITY  
SEMARANG  
2016**

## A THESIS STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, June 03, 2016



Nandhifatul Harisah

NIM: 123411081



RATIFICATION

Theses with the following identify:

Title : **The use of Writing Picture Game to Improve Students' Understanding on Simple Future Tense (A Classroom Action Research at the eleventh grade of SMK Ma'arif NU 01 Semarang in the Academic Year 2015/2016)**  
Name : **Nandhifatul Harisah**  
Student Number : 123411081  
Faculty/ Major : English Language Education

had been tested in Munaqosah session by the team of thesis examiner of Islamic Education and Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, June 09.....,2016

THE TEAM OF EXAMINERS

Chairman,

Dra. Hj. Siti Marjam, M.Pd  
NIP : 1950727 199203 2 002

Secretary,

Lulut Widyaningrum, M.Pd  
NIP : 19800803 200901 2 010

Examiner I,

Dra. Nuna Mustikawati Dewi, M.Pd  
NIP. 19650727 199203 2 002



Examiner II,

Daviq Rizal, M.Pd  
NIP. 19771025 200701 1 015

Advisor

Sayyidatul Fadliyah, M.Pd.

NIP. 19810908 200710 2 001



KEMENTERIAN AGAMA  
UNIVERSITAS NEGERI ISLAM WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang  
Telp. 024-760195 Fax. 7615387

---

---

ADVISOR APPROVAL

Semarang, June 3, 2016

Dear Sir  
Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University Semarang

Matter: **A Thesis Manuscript Approval**

*Assalamu'alaikum Wr.Wb.*

After reading and revising, I am as an advisor declares that the final project of:

Title : **The use of Writing Picture Game to Improve Students' Understanding on Simple Future Tense (A Classroom Action Research at the eleventh grade of SMK Ma'arif NU 01 Semarang in the Academic Year 2015/2016)**

Name : **Nandhifatul Harisah**

Student Number : 123411081

Faculty/ Major : English Language Education

is approved. Therefore, we appeal in order to examine it as soon as possible. We thank you for your attention.

*Wassalamu'alaikum Wr.Wb*

Advisor

Savvidatul Fadilah, M.Pd.

NIP. 19810908 200710 2 001

**ADVISOR NOTE**

Semarang, 03 June 2016

To  
The dean of Faculty of Education and Teacher Training  
Walisono State Islamic University

*Assalamu 'alaikum Wr. Wb.*

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **The use of Writing Picture Game to Improve Students' Understanding on Simple Future Tense (A Classroom Action Research at the eleventh grade of SMK Ma'arif NU 01 Semarang in the Academic Year 2015/2016)**

Name : Nandhifatul Harisah  
Student Number : 123411081  
Faculty/ Major : English Language Education

I state that the thesis is ready to be submitted to Faculty Education and Teacher Training Faculty Walisono State Islamic University to be examined at Munaqosah session.

*Wassalamu 'alaikum Wr. Wb*

Advisor,



**Sayyidatul Fadlilah, M.Pd.**

NIP. 19810908 200710 2 001

## ABSTRACT

Title : **The use of Writing Picture Game to Improve Students' Understanding on Simple Future Tense (A Classroom Action Research at the eleventh grade of SMK Ma'arif NU 01 Semarang in the Academic Year 2015/2016)**

Name : Nandhifatul Harisah  
Student Number : 123411081  
Faculty/ Major : English Language Education  
Keyword : Writing Skill, Writing Picture Game, Simple Future tense

This research is based on the students' difficulties in writing especially on tense. Because the material for the students on this semester is telling about future plants, so the researcher chose simple future tense becomes the material in this research. To improve Students understanding on tenses especially simple future tense, the teacher must have a good methods in her/ his teaching.

The researcher chose Classroom Action Research for her research. That was because the researcher wants to solve the problem that coming up from problem in the classroom. Then, the researcher chose Writing Picture Game becomes a technique that has aim to help students' understanding on simple future tense. Thus, the students feel easy and enjoy while doing their work.

The purposes of this research are; First, to describe the implementation of the use of Writing Picture Game to improve students' understanding on simple future tense. Second, it is to know the students' achievement of using Writing Picture Game to improve students' understanding on simple future tense.

Thus classroom action research was done in two cycles with three activities including pre-cycle, cycle 1, and cycle 2. Pre-cycle was got 5.25, in cycle 1 showed 7.5, and in 8.25 in cycle 2. The result

of the research showed that there was a significantly different students' achievement in every cycle. It can be recommended that there was improvement in students' understanding on simple future tense after using Writing Picture Game.

## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ

He Who taught (the use of) the pen<sup>1</sup>

Write your story for your future!

---

<sup>1</sup> Mahmud Y.Zayid, *The Qur'an: An English Translation of the Meaning of The Qur'an*, (Lebanon: Dar Al-Choura Clemenceu St. Tajer Bldg)



## DEDICATION

*This thesis is lovingly dedicated to:*

- ❖ *My beloved parents (Bapak Makmur and Ibu Istiqomah)*
- ❖ *My beloved young brother (Muhammad Iqbalulamin)*

## ACKNOWLEDGMENT

First and for more, the researcher would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending her to accomplish this thesis untitled **THE USE OF WRITING PICTURE GAME TO IMPROVE STUDENTS UNDERSTANDING ON SIMPLE FUTURE TENSE ( A Classroom Action Research at the Eleventh Grade of SMK Ma'arif NU 01 Semarang in the Academic Year 2015-2016)**. Without Him, the researcher could not stay patient and in control in writing this thesis from the first page to the last page.

May peace and salutation always be given to the Prophet Muhammad SAW, the last messenger of God who has guided us from the darkness to the brightness, from the stupidity to the cleverness.

The researcher realizes that she cannot complete this thesis without the help of others. Many people have helped her during the writing this thesis and it would be impossible to mention of all them.

The researcher wishes, however, to give her sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed.St. as the Dean of Faculty of Education and Teacher Training
2. Dr. Ikhrom, M.Ag. as the Head of English Language Education Department.
3. Sayyidatul Fadlilah, M.Pd as the thesis advisor who had the responsibility for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation. Thank you very much for guiding the researcher as good as her patience.
4. All lecturers in English Language Education Department for valuable knowledge, and advice during the years of the researcher's study.
5. The deeps gratitude for the researcher's lovely parents and brother who always give me their motivation.
6. Dearest Friends, PBI C 2012, that the researcher cannot mention the names one by one.
7. All the researcher's friends.

Finally, the researcher realizes that this thesis is still far from being perfect; therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amen.

## LIST OF CONTENT

TITLE.....	i
A THESIS STATEMENT.....	ii
RATIFICATION.....	iii
ADVISOR APPROPOSAL.....	iv
ADVISOR NOTE .....	v
ABSTRACT .....	vi
MOTTO.....	viii
DEDICATION .....	ix
ACKNOWLEDGE.....	x
LIST OF CONTENT.....	xii

### **CHAPTER I INTRODUCTION**

A. Research Background.....	1
B. Problem Statement .....	6
C. Research Objective.....	6
D. Limitation of the Research .....	7
E. Pedagogical Significance .....	7

### **CHAPTER II THE USE OF WRITING PICTURE GAME TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE FUTURE TENSE (A Classroom Action Research at the**

**Eleventh Grade of SMK Ma'arif NU 01  
Semarang in Academic Year 2015-2016)**

A. Previous Research .....	10
B. Literature Review	
1. Grammar	
a. The Definition of grammar .....	11
b. Basic Principles for Grammar Teaching.....	12
2. The importance of learning English Grammar .....	14
3. Writing Skill.....	16
4. Tenses.....	17
5. Simple Future Tense	
a. Definition .....	17
b. Example of Future Tense .....	18
6. Writing Picture Game	
a. Games .....	22
b. The use of writing picture .....	24
c. The advantages and disadvantages of using Writing Picture Game.....	25
C. Action Hypothesis .....	29

**CHAPTER III      RESEARCH METHOD**

A. Research Subject.....	30
B. Research Setting .....	31
C. Research Types.....	31
D. Time and Place .....	36
E. Subject of Research .....	36

F. Technique of Data Collection .....	39
G. Data Analysis.....	40
H. Achievement Indicator.....	44

**CHAPTER IV RESEARCH FINDING AND DISCUSSION**

A. General Description of SMK Ma'arif NU 01 Semarang .....	45
B. Description of the Research .....	45
C. Discussion .....	64
D. Limitation of the Research .....	67

**CHAPTER V CONCLUSION**

A. Conclusion.....	69
B. Suggestion.....	71
C. Closing .....	72

**BIBIOGRAPHY**

**APPENDICES**

**CURRICULUM VITAE**

## LIST OF TABLE

Table 3.1	Students' Name .....	37
Table 3.2	Analysing Observation Checklist .....	40
Table 4.1	Scoring Data in Pre-Cycle .....	46
Table 4.2	Rating Result from the Test.....	50
Table 4.3	Score of Observation at the First Cycle.....	53
Table 4.4	Result Score from the Test .....	59
Table 4.5	Score Observation at the Second Cycle.....	61
Table 4.6	Result of the Whole Test .....	66

## LIST OF PICTURE

Picture 2.1	Simple Future Tense	.....	18
Picture 2.2	Picture for Writing Picture Game	.....	26
Picture 3.1	Action Research Cycle	.....	36



# CHAPTER I

## INTRODUCTION

### A. Research Background

The important thing in speech is to communicate with other people. Absolutely we need a language to do it. We can use language in speaking or writing. So, all of people can read or listen some information. Because, using language will make people understand what someone or some organizations give information to other people. The explanation before is supported by the definition of language based on Oxford Dictionary that language is a system of communication in speech and writing that is used by people of particular country.<sup>1</sup> But other sources tell about one standard definition of language, that is language is a system of arbitrary conventionalized vocal symbol, written or gestural symbol that enable member of a given community to communicate intelligibly with one another.<sup>2</sup> From that definition the researcher can conclude that language is not only about speaking but also writing.

---

<sup>1</sup>Victoria Bull ed., *Oxford Learner Pocket*, (UK: Oxford University Pers, 2008), p. 247

<sup>2</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman. Inc., 2000), 4<sup>th</sup> Ed., p. 5

According to oxford dictionary writing is written work, especially with regard to its style or quality. Writing is works by an author. Many authors tell their knowledge on their writing. They write something such as novel, news paper, short story, until they write a books. They do it because they want to share knowledge. Allah also tells us that using a pen we can get knowledge. It is showed on Al-Qur'an surat Al- Alaq':

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿١٠٠﴾

“He who taught (the use of) the pen. Taught man that which He knew not”.<sup>3</sup>

From that surah above, Allah tells us that using writing we can get knowledge. But, when we want to write some books absolutely we have to make a good and correct sentence. That is because the writing is already read by some readers. The readers cannot ask to the writer directly.

When someone expresses her/his aims, they have to understand what they want to speak or to write. So, the receiver will understand what they want to say directly. Using a correct

---

<sup>3</sup> Mahmud Y.Zayid, *The Qur'an: An English Translation of the Meaning of The Qur'an*, (Lebanon: Dar Al-Choura Clemenceu St. Tajar Bldg)

grammatical, they will give a correct information. But when someone or some organizations are using ungrammatical language to write or speak, absolutely it makes the receiver do not understand what they speak or write.

Grammar is important to be learned because grammar is the key of making correct sentence.<sup>4</sup> When the writer or speaker make a correct sentences absolutely the listener the reader will understand what the writer or speaker means. According to Oxford Dictionary, Grammar is the rules for forming words and making sentence.<sup>5</sup>

Tense is a part of grammar that is including one of the most important parts in English Writing. Tense is needed to write English correctly and fluently. It is in line what Patricia Wilcox Peterson says: “Changing Times, Changing Tenses”. Which it can be said that tenses can change in a different time or situation. But, the writer thinks there are many English students who are worried too much about tense. That is because language is not only spoken, but also written.

In the writer’s opinion, based on her experience problem in tenses is to decide which tense to use in a given situation. In order to choose tenses correctly and easily, the students should

---

<sup>4</sup> John Eastwood. *Oxford Learner’s Pocket Grammar*. (New York: Oxford University Press, 2008), p. 193

<sup>5</sup> Victoria Bull ed., *oxford learner pocket*, (UK: Oxford University Pers, 2008), p. 247

understand the meaning of the tense itself. It is about the ‘time picture’ which is given in a situation, or condition. The students should know what kind of activities and states can be described by certain verbs. If the students have already known about the tense, so they would make a sentence easily and correctly.

From researchers experience during conducting teaching learning process in SMK (Vocational High School) Ma’arif NU (*Nahdatul Ulama’*) 01 Semarang, there were many students who did not know how to make a good sentence using tenses. They felt difficult when making sentences. That is because they did not understand about the rule of grammar. Therefore many of them should have remedial because their score is under “KKM (the minimum criteria of passing grade)”. It has shown that the main problem is about the mastering of grammar especially on tenses.

The researcher thinks that the best solution to teach them is coming from the teacher’s competence. That is because the teacher on that school said that, “I cannot teach them well, because they are still confused about tense”. Then, the researcher chooses game as a technique. In her experiences when she gave some games to the students, they got a good score. So, she thinks that game is one of the best ways to improve students’ grammatical competence on simple future at student in SMK (Vocational High School) Ma’arif NU (*Nahdatul Ulama’*) 01 Semarang. The researcher chose simple

future tense becomes her subject material, because on syllabus the subject material in this semester is simple future tense.

Writing Picture Game will help students to make a sentence easily. Setiani said in her research that writing pictures is an effective way to teach descriptive text.<sup>6</sup> It shows to the researcher that a Writing Picture Game will help student to make sentence correctly. Thus, the researcher tries to use this game on simple future. That is because she wants to make students correctly and easily in understanding simple future. Then, the game is using writing picture. They will fell relax and enjoy making a good and correct sentence on their simple future tense.

Based on the considerations above, the researchers conducted a Classroom action research entitled: *The Use of Writing Picture Game to Improve Students' Understanding on Simple Future Tense (Classroom Action Reseach at Eleven of SMK Ma'arif NU 01 Semarang in Academic Year of 2015/2016)*. That is because, she thinks that many students in SMK Ma'arif NU 01 Semarang are relaxed and enjoy studying using game. So, they can get a good understanding in some lessons.

---

<sup>6</sup> Wuwuh Eti Setiyani. Thesis. *Using Writing Picture to teach Descriptive Text Writing Skill (A Pre Experimental Research to Year-VII Students of "MTs. Negeri I Pontianak)*. Pontianak. 2012

## **B. Problem Statement**

Based on the background of the research above, the researcher made statements of the problems. The problems that were discussed in this research can be stated as follows.

1. How is students' response of Writing Picture Game to improve students' understanding on simple future tense at the eleventh grade of SMK Ma'arif NU 01 Semarang in academic year of 2015/ 2016?
2. How is the students' improvement of using Writing Picture Game to improve students' understanding on simple future tense at the eleventh grade of SMK Ma'arif NU 01 Semarang in academic year of 2015/ 2016?

## **C. Research Objective**

The purposes of this study are as follows.

1. To describe students' responses of the use of Writing Picture Game to improve students' understanding on simple future tense at SMK Ma'arif NU 01 Semarang.
2. To know the students' achievement of using Writing Picture Game to improve students' understanding on simple future tense at SMK Ma'arif NU 01 Semarang.

#### **D. Limitation of the Research**

The research was conducted at SMK NU Ma'arif 01 Semarang. Not all of classes of SMK NU Ma'arif 01 Semarang are investigated, but only the eleventh grade of PS (Technical Banking) 1 students. The English subject material taught for the eleventh graders was limited on simple future tense. Participants are the students of Technical Banking 1 that called PS 1. This consists of 20 students as the subject of research.

This research emphasizes on improving students' ability in learning simple future tense by using Writing Picture Game.

#### **E. Pedagogical Significance**

The researcher hopes she will get some experiences and knowledge directly how to implement Writing Picture Game to improve students understanding on simple future tense and it will be beneficial for students, teacher and researcher.

##### 1. Theoretically:

From this research, it will enrich the method and strategy on teaching simple future tense in order to make the learning simple future tense interesting and joyful.

##### 2. Practically:

###### a. For Student

By using Writing Picture Game, the student will improve their understanding on tenses, especially in

simple future tense. So, they can be the master of grammar.

b. For Teacher

The researcher hoped that the result of this research will be useful for English teacher of Vocational High School in teaching tenses, especially on simple future using a new method that is Writing Picture Game. Writing Picture Game can help teacher learning to provide active, creative, effective, and fun for students according to their learning style. Writing Picture Game can increase teacher's awareness of students' learning difficulties and then, the teacher takes efforts to overcome the problems by improving teacher's performance and professionalism. Teacher can use the result of this research as a reference to improve their ability in teaching grammar.

c. For researcher

The researcher will get additional knowledge and experience in teaching grammar especially on simple future by using Writing Picture Game.

d. For Readers

The researcher hopes this research can give more benefit information and knowledge to the reader.



e. For the School

The school will make right decision for supporting the teaching and learning process especially the teaching of English in order to get the better output. Here the students are the products of the teaching and learning process.

## CHAPTER II

### WRITING PICTURE GAME TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE FUTURE TENSE

In this chapter, the research discussed some theories related to the research. They are previous research, literature review and hypothesis

#### A. Previous Research

As the classroom action research, the researcher examines some of previous researches to avoid the same object in the research. The previous research that researcher referred a journal written by Setiani<sup>1</sup> which shows that the Writing Pictures Game is effective method in writing descriptive text at junior high school at seventh grade of *MTs. Negeri 1 Pontianak*.

A journal written by Ayu and Murdibjono<sup>2</sup> showed that Games made some materials more understandable, because the students really enjoy at their learning. By using games teachers will create an atmosphere that will enhance the students' desire to learn the language. The students learn better when they have the

---

<sup>1</sup> Wuwuh Eti Setiani. Thesis. *Using Writing Picture To Teach Descriptive Text Writing Skill (A Pre Experimental Research to Year-VII Students of "MTs. Negeri 1 Pontianak)*. Pontianak: 2013

<sup>2</sup> Lusi Dyah Ayu and Murdibjono. *The Use Games in Teaching English at SMA 2 PARE.kediri*: 2012

feeling that they are making progress and games provide opportunity for students to practice and omit their fear. Game also are highly motivating in foreign language teaching because they are amusing and interesting they can be used to give practices in all language skills and can be used to practice all types of communication.

The differences of the research above and the researcher's were the level and the course. Her research used it the method for descriptive text, while this researcher for writing simple future tense. Then, this research implemented at vocational high school not on junior high school. The similarity was both her research and the researcher's use Picture game to teach Writing.

## **B. Literature Review**

In this chapter, the researcher discussed some related topics in order to build comprehension frame of thinking of this research. The related topics to be discussed are:

1. Grammar
  - a. The Definition of Grammar

Grammar is very important when we want to make a sentence. That is because grammar is roles and kind of system of language that we have to understand well. That is as oxford dictionary tell that grammar is the whole system and structure of a language or of

languages in general, usually taken as consisting of syntax and morphology. In addition, grammar is really needed by someone who wants to write something.

Grammar also is the system of a language. That is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus a grammar is a description of the rules that govern how a language's sentences are formed.<sup>3</sup> Then, other sources tell that grammar is the rules of the means of language to construct the sentences and it guides people how to speak and write correctly.

From that definition, the researcher can conclude that grammar is really important to someone who wants to writing. The writer can use grammar to expreses their opinions. So, the reader can take the message well.

#### b. Basic Principles for Grammar Teaching

Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to the students. The teacher duties are to encourage students to learn the subjects.

---

<sup>3</sup> Scott Tornburry, *How to Teach Grammar*, (England: Pearson Education Limited,1999), page 1.

Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them. Many great teachers of word define teaching in different way, but we can say that teaching is just to train the students so that they can stand on their own foot in society.

In teaching, there are two basic rules for teaching grammar. Those are external factor and internal factor, while the first rule is external factor. Those are efficiency. Here, efficiency dealing with grammar activity need lot of materials and resources but the classroom time is limited and the teachers should think creative to make the time be efficient. There are three aspects to make teaching learning process be efficient there are economy, ease, and efficacy.<sup>4</sup> Economy is a key factor in training of technical skill, in term of planning and resources. Planning is reserve to teacher preparation of the material and the media that will be used. Efficacy is the evaluation of the learning process, in this term is test and it can provide feedback to the teacher on the efficacy of the teaching learning process.

---

<sup>4</sup> Scott Tornburry, *How to Teach Grammar*, (England: Pearson Education Limited,1999), page 25.

The second rule is internal factor. That is Appropriacy. In classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Factors to consider when determining appropriacy include; the age of learners, their level, the learners interest, the available material and resources.<sup>5</sup>

The researcher concludes that teaching grammar is not only think about material, but also think about the subject or students. It can be said that the basic principles for grammar teaching is coming from how is the preparation and the success learning process itself.

## 2. The Importance of Learning English Grammar

Grammar is central to the teaching and learning of language. It is also one of the more difficult aspects of language to teach well. That was because grammar is connected with the formula. So, students have to memories all of the formula. It can be difficult for them. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

---

<sup>5</sup> Scott Tornburry, *How to Teach Grammar*, (England: Pearson Education Limited,1999), page 27.

English grammar is the system of combining words into phrases, clauses, sentences, paragraphs in English. When the students are not able to learn the English grammar they may fail to express ideas, thoughts and feelings in this language.

To write in a clearer and more effective manner we study grammar. A person who has unconscious knowledge of grammar may be sufficient for simple language use, but the ones who wish to communicate in an artful manner and well, will seek greater depth of understanding and proficiency that the study of grammar provides.

Many people think of grammar as a rather boring subject which has little use in real life. There are many definitions of grammar and there is no universally accepted definition of it. Different experts define the term grammar differently.

Grammar is a fundamental in teaching learning English. Grammar has no place in a young learner classroom. The teacher must try to choose the way to make students' interest in teaching learning English. The first thing in our mind when we study about grammar is something about the lists of tables and rules found in English book. The word grammar has been used so far to an aspect of how a language, in this case English is conventionally used for instance to the structure or system of a particular language.<sup>6</sup>

---

<sup>6</sup> *Teaching languages to young learners*, (UK: Cambridge University Press, 2001), page. 98.

It can be concluded that the important thing when we are learning English grammar is we should change the mindset that grammar is easy. So, we can learn in happy condition. Then, it will make students relax and do not feel bored.

### 3. Writing Skill

Writing Skill consists of two words. Those are writing and skill. Writing is a person's style of writing with a pen on paper which can be recognized as their own.<sup>7</sup> Writing can be interpreted as the writer's act to convey their message, information or ideas in written form by pen, pencil, or other tools on paper, hand phone, laptop, or social media such as email, Face book, twitter, Google+, Skype, etc. Skill is an ability to do an activity or a job well.<sup>8</sup> From that definition writing skill is specific abilities.

Writing is concluded on one of the four language skills. Those are reading, writing, listening and speaking.<sup>9</sup> Moreover writing skill is more complicated than other skills in English language. Writing skill does not only discussion about grammars, but also discuss about vocabularies. Because of the difficulties, there are many ways to solve the problems. The purpose is to make writing become easier and interested to learn by students.

---

<sup>7</sup> Cambridge, *Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition* (Cambridge: Cambridge University Pers, 2008), p.1689.

<sup>8</sup> Cambridge, *Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition*, p.1347.

<sup>9</sup> Hidayati, 2015. *Journal publication The Use of Phrases in Writin Recount Text by The Students of SMA Negeri 1 Karanganyar in Academic Year of 2013 – 2014*



#### 4. Tenses

When the writer wants to write some writing using English language, they have to understand yet about tenses. Tenses are one of the important things when we want to show our expression using writing. It is because using correct tenses the writer will show a real time.

According to Oxford dictionary, Tenses is verb forms that shows the time of the action or state: present, past, or future.<sup>10</sup> Tense is a method that we use in English to refer to time - past, present and future. Many languages use tenses to talk about time. Other languages have no tenses, but of course they can still talk about time, using different methods.<sup>11</sup>

From the definition the researcher can conclude that tenses is a basic need of learning English. Because in the tenses, we study about how to make a good sentence, change the time of action or events, and make agreement between subject and verb.

#### 5. Simple Future Tense

##### a. Definition

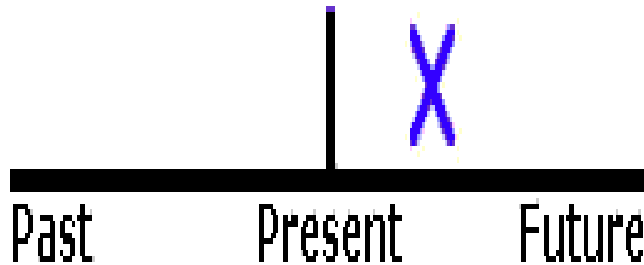
Simple Future has two different forms in English: "will" and "be going to." Although the two forms can sometimes be used interchangeably, they often express

---

<sup>10</sup> Victoria bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press,2004), page. 317.

<sup>11</sup>[https://www.englishclub.com/grammar/verb-tenses\\_sys-what.htm](https://www.englishclub.com/grammar/verb-tenses_sys-what.htm) Accessed on November 21, 2015 at 13.17 WIB

two very different meanings. These different meanings might seem too abstract at first, but with time and practice, the differences will become clear. Both "will" and "be going to" refer to a specific time in the future.<sup>12</sup>



Picture 2.1

b. Example of future tense:

### **Sugar Tax Surprise in Budget - But Growth Forecasts Cut**

Media caption the chancellor opened his 2016 Budget with upbeat comments about the UK economy. Chancellor George Osborne has unveiled a tax on the makers of sugary soft drinks to tackle childhood obesity. He revised down the UK's growth forecast in his eighth Budget and sparked controversy by warning of the risks to the UK economy of EU exit. He said the UK was "well placed" to handle a "dangerous cocktail" of global

---

<sup>12</sup><http://www.englishpage.com/verbpage/simplefuture.html>

Accessed on November 21, 2015 at 14.17 WIB

economic risks if "we act now so we don't have to pay later". Labour said it was a Budget with "unfairness at its very core". Other Budget announcements include:

- Growth forecast cut for the next five years and £3.5bn in extra public spending cuts by 2020
- Fuel duty frozen for the sixth year
- 2% increase in tax on cigarettes, with 3% on rolling tobacco, from 6pm, but beer and **cider duty will be frozen as will the levy on whisky and other spirits**
- Plans for a longer school day in England
- The rate at which workers start paying top rate tax is to be raised from £42,385 to £45,000, with the tax-free personal raised to £11,500 and corporation tax to be cut to 17% by April 2020
- On savings, **the ISA limit will be increased to £20,000 a year for all savers, and lifetime ISAs will be introduced for young people**
- An extra £700m for flood defences - to be paid with a 0.5% percentage point increase on the tax on insurance premiums
- The higher rate of Capital Gains Tax is being cut from 28% to 20%
- Follow all the reaction with Budget 2016 Live
- Full coverage in the BBC's Budget special report

The £530m raised by a tax on the sugar content of soft drinks - the equivalent of about 18-24p per liters, the government says - would be spent on primary school sports, the chancellor said. Mr. Osborne's sugar tax announcement sparked a big fall in the share price of soft drinks makers but it was welcomed by TV chef Jamie Oliver, who has been campaigning for such a move. He told BBC News it was "a big moment in child health" and a "symbolic slap" to business rather than "anti-business". Image copyright Getty Images Image

caption TV chef Jamie Oliver was pleased to hear the sugar tax announcement

In his biggest Parliamentary test to date, Labour leader Jeremy Corbyn delivered the Opposition's response, describing Mr Osborne's Budget as "the culmination of six years of his failures" which had "unfairness at its core". The Labour leader said the financial proposals failed on productivity, investment and in tackling inequality - and gave tax cuts to the wealthy while disabled people lose more than £1bn. Media caption Jeremy Corbyn: Osborne's Budget is culmination of "six years of his failures". But he welcomed Mr. Osborne's sugar tax, which **will be introduced in two years' time and will not apply to fruit juices or milk-based drinks.**

Announcing the move, Mr. Osborne said: "I am not prepared to look back at my time here in this Parliament, doing this job and say to my children's generation: 'I'm sorry - we knew there was a problem with sugary drinks. We knew it caused disease, but we ducked the difficult decisions and we did nothing!'" Media caption some of the key announcements from George Osborne's 2016 Budget. Mr. Osborne announced a major overhaul of the North Sea tax regime aimed at helping the UK's oil and gas industry, effectively abolishing the Petroleum Revenue Tax.

The SNP's deputy leader Stewart Hosier welcomed the move - but criticized the overall Budget package, saying Mr. Osborne had "failed to tackle the debt, the deficit and the borrowing as he promised" and urging him to abandon austerity and invest more in growth. Mr. Osborne said the UK was still on course to clear its deficit by 2019/20 thanks to the extra spending cuts, and he hailed his package of measures as "a Budget that puts the next generation first" and made Britain more "secure" in the world. But in a move that has angered

Conservative colleagues who think the UK would be better off out of the European Union, he cited the Office for Budget Responsibility's view that the UK would be "safer, stronger and more secure" if voters chose to remain in the EU in June's referendum.

Mr. Osborne said the OBR had made clear its forecasts were based on the assumption the UK would remain in the EU and had warned that "there appears to be a greater consensus that a vote to leave would result in a period of potentially disruptive uncertainty". In a statement, Conservative MP and Leave campaigner David Davis said: "The real risks for Britain lie in remaining within the EU". Many of the 'cloudy skies' and 'cocktail of risks' the chancellor speaks of originate from a failing, shrinking and unstable European economy."

Mr. Osborne's package includes a £1.5bn plan to turn all state schools into academies and allow some to have longer days. Image copyright PA Image caption A Budget day tradition: George Osborne posed with his Treasury team before the speech Image caption David Cameron seemed keen to see Jeremy Corbyn's reaction to a point from his chancellor

**Every state school in England will have to become an academy under the plans** - meaning they are independent of local authority control - by 2020 or to have a plan in place by that date to do so by 2022. The move would end the century-old role of local authorities as providers of education. *Schools will also be able to bid to be allowed to change their hours to suit their pupils' needs.*

In other Budget announcements, Mr. Osborne committed £300m for transport projects, with the government funding the start of work on the Cross rail 2 rail line and new High Speed 3 link across the north of England. Almost half of the transport money committed

was announced in the Autumn Statement. The government has also announced a 'Help to save' scheme under which would give low-paid workers a top-up if they put savings aside.

***There will be new action*** to tackle overseas retailers who store goods in Britain and sell them online without paying VAT - and new tax free allowances for "micro entrepreneurs" who rent their homes or sell services through the internet. ***Reforms to business rates will mean 6,000 small businesses pay no rates*** and 250,000 have their rates cuts from April 2017, said Mr. Osborne.<sup>13</sup>

To make the reader more understand about simple future tense, the researcher used boldface to show the sentences that using simple future tense. For example is "there will be new action". That sentence tells us about the planning on the future. Word "will" is the rule of future tense. So it can be concluded that we can use simple future tense only in a future time. Then, the word that boldface in that news has a good example to our understanding on simple future tense.

## 6. Writing Picture Game

### a. Games

Almost students are enjoying when they study using games. This is showed by students of SMK (Vocational High School) Ma'arif NU (Nahdatul Ulama') 01

---

<sup>13</sup> <http://www.bbc.com/news/uk-politics-35813973> Accessed on March 16 , 2016 at 22.54 WIB

Semarang who said that “Studying using game is making us understand what teacher teaches and enjoy to do everything that teacher ask”. It shows us that a game is really fun and make student enjoy doing their work. That is because game has energy for achievement of the serious games. Then, the researcher chooses grammar game to make them enjoy and relax to study English grammar. That is because she will teach about grammar, especially on simple future tense.

There are four advantages of grammar games.<sup>14</sup> The first one is Students has to take individual responsibility for what they think of the grammar is about. Then, the second one is teacher. Teacher is free to find out what the students actually know, without being the focus of their attention. After that, the third is serious work. Serious work is taking place in the context of a game. And the last is everybody working at once – the 15 – 30 minutes the average game lasts is a period of intense inveiglement.

The researcher can conclude that the component of grammar games is not only student and teacher, but also the subject material that the teacher gives. The teacher has to make correlation between material and game. So,

---

<sup>14</sup> Mario Rinvoluceri, *Grammar Games*, (United Kingdom: Cambridge University Press, 1998), p.4

it makes the students of SMK Ma'arif NU 01 Semarang fell happy. Then, they get a good score and a good perfect understanding of grammar. So, the researcher chooses writing Picture Game as the technique to improve students' understanding on simple future tense.

Writing Picture Game is a game that uses some pictures to make students understand on tenses. Absolutely, to make students become a master of grammar in using tenses, the teachers have to understand whit grammar. That is because of grammar is very difficult. Grammar is important and central in learning another language that all ways should be searched for which will focus student energy on the task of mastering and internalizing it.<sup>15</sup> From that statement the researcher know that the focusing this energy is release offered by games.

b. The use of Writing Picture

1. Preparation

The teacher should prepare a picture for her/his students. After that, the teacher has to bring projector and LCD. If the school did not have a projector, the teacher should print out the picture. It

---

<sup>15</sup> Mario Rinvolucri, Grammar Games, (United Kingdom: Cambridge University Press, 1998), p.3



makes student easy to do the instructor from the teacher.

For the students, they have to prepare paper and pencil or pan. That equipment is making them easy to do what the teacher wants. So, they will get a good score on the material. That is because they have a good preparation. So, they do not make a crowded while the teacher teaches them. Then, make students understand what the instruction from the teacher is.

## 2. Action in class

The teacher asks the student to make a group. Then, the teacher tells to them how to make a good sentence using simple future. After students understood about the material, they have to try to make a good and correct sentence using that tense individually. Then, the teacher asks them to make a group. Thus, the teacher shows the picture to the students using projector. If the school did not have projector, the teacher can give the print out from the picture that is showed.

Picture 2.2





After that, the teacher asks to the student to make one paragraph in a paper about the picture above. When students do their paragraph, they have to give five sentences of simple future tenses. The story is depending on their illusion. Then, the teacher should go from group to other group and be available to help when he students want to know a correct sentence. The teacher should give the students immediate feedback when they need. The group who is the faster or loser than other group gets a correction directly from the teacher. Then the last teacher gives a motivation to all of students.

c. The advantages and disadvantages of using Writing Picture Game

There are some advantage and disadvantages using Writing Picture that are:

1. The advantages of using Writing Picture Game
  - a) Picture can motivate students to write as it gains the students' interest
  - b) Picture provides the necessary concrete experiences and help students integrate prior experiences.
  - c) Picture can help audience understand ideas
  - d) Picture can add students' vocabulary mastery
  - e) Picture can help teacher in the teaching learning process so that it will run smoothly
2. The disadvantages of Writing Picture Game
  - a) Picture can seem uninteresting to students if the picture is not unique
  - b) Picture is depicting a specific purpose that may be difficult to locate.<sup>16</sup>

---

<sup>16</sup><http://www.shvoong.com/writing-and-speaking-advantages-disadvantages-using-picture> accessed on Jun 20, 2016 at 14.39 WIB

### **C. Action Hypothesis**

In this research, there is an action hypothesis that can be described follow: The use of Writing Picture Game to improve students' understanding on simple future tense at the eleventh grade of SMK Ma'arif NU 01 Semarang in the academic Year 2015/2016.

## **CHAPTER III**

### **RESEARCH METHOD**

This research is a classroom action research that used observation data on the process of teaching learning in the classroom. Those data were analyzed through some steps in the cycles. Method is an important factor in the research, while the methods of this research consist of: research subject, research setting, research types, time and place, subject of the research, technique of data collection.

#### **A. Research Subject**

This research was conducted at SMK (Vocational High School) Ma'arif NU (Nahdhatul Ulama') 01 Semarang in the academic year of 2015/2016. There are four classes in eleventh grade; they are class XI PS (Technical Banking) 1, XI PS 2, XI TKR (Technical Basic of Motor) 1, and XI TKR 2. The researcher uses class XI PS 1 as sample in this research. So participants in this study are students of eleventh grade students of SMK Ma'arif NU 01 on class XI PS 1 at SMK (Vocational High School) Ma'arif NU (Nahdhatul Ulama') 01 Semarang in the academic year of 2015/2016.

## **B. Research Setting**

In this research, an action research will be conducted at the second grade students of SMK Ma'arif NU 01 Semarang in the academic year 2015/2016. It is located on Wonolopo Mijen Semarang. The researcher chooses this vocational high school because students in elementary vocational high school were still confused on tenses.

## **C. Research Types**

Design of the research is an important part in the research because the quality of the research depends on the design of the research. In this study, the research used classroom action research. Action research is a kind of research that is conducted in the classroom action research by a teacher. According to Wiriaatmadja classroom action research is a method how a group of teacher can organize their teaching learning condition and learn from their own experience.<sup>1</sup> Car and Kemmis stated that classroom action research is a form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or educational practices, and the situation in which the practices are carried out.<sup>2</sup> On other hand, action research also

---

<sup>1</sup> Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), P. 13

<sup>2</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta : Diva Press, 2010), P. 21

research which has steps of problem identifying, problem analysis, identifying of information which is needed, making plan based on data found, arranging the hypothesis, doing action and observing. So, classroom action research is the reorganizing of the teaching from their teaching experience. It is the same as the correction of the mistakes that teacher did. Class room action research is also the exiting method that the teachers do.

The research concludes that action research is the research that is coming up from problem in the classroom that should be faced to increase the quality of teaching learning process.

#### 1. Characteristic of Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are<sup>3</sup>:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers
- b. It is collaborative
- c. It is aimed and changing things

---

<sup>3</sup> David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), P.17



Then, Suyadi states the characteristics of classroom action research are:

- a. There is a problem should be faced in the classroom.<sup>4</sup>

The problems from this school is the students do not understand how to make a sentence. The teacher on that school said that “I cannot teach them well, because they are still confused about tense”. Thus, the researcher conducts classroom action research as the way to improve the quality of the teaching and learning process.

- b. Self-reflection<sup>5</sup>

Self-reflection makes classroom action research different from the other researches. By self-reflection the researcher are able to look back what they have done in the learning process, such as what the effects of method implemented during the running of the class how is the result, is it success or not, etc.

- c. It is done in the classroom<sup>6</sup>

The students of the certain classroom are the subject of this research. So there is direct interaction between students and researcher as the conductor of the research.

---

<sup>4</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta : Diva Press, 2010), P. 23-24

<sup>5</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta : Diva Press, 2010), P. 24-27

<sup>6</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta : Diva Press, 2010), P. 28

d. Creating a better learning process continuously<sup>7</sup>

The main purpose of classroom action research is creating a better learning process continuously. Thus, the researchers will be done in many cycles in order make the result of implementing the method achieve the best result.

2. The steps of Classroom Action Research

In this research, the researcher conducted two cycles of classroom action research. There are four step processes in each cycle for doing classroom action research.<sup>8</sup> All those steps can be explained as follow:

a. Planning

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done. Then, The researcher will choose class XI PS 1 of SMK NU Ma'arif 01 Semarang become her research. This class consist of 20 students as the subject of research. It will be done at february.

---

<sup>7</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakarta : Diva Press, 2010), P. 29

<sup>8</sup> Dr. H. Achmad Hufad, M.Ed., *Penelitian Tindakan Kelas*. (Jakarta: Departemen Agama Republik Indonesia, 2009). P.135

a. Acting

This step, the teaching technique will be applied in teaching learning process. It is using Writing Picture Game to improve student ability on simple future.

b. Observing

In this phase, the researcher observes and takes notes during teaching learning process.

c. Reflecting

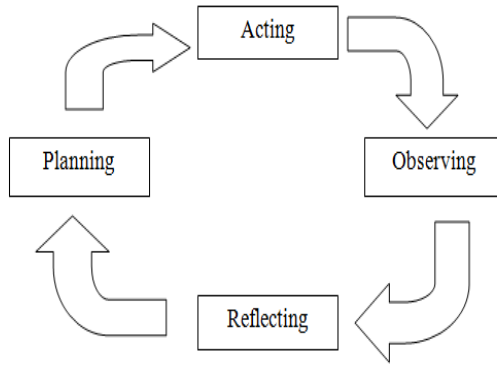
Reflecting means to analyse the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.<sup>9</sup> Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.<sup>10</sup>

---

<sup>9</sup> Suharsimi Arikunto, et. al., *Penelitian Tindak Kelas*, (Jakarta: PT. Bumi Aksara, 2008), P. 74

<sup>10</sup> Mohammad Ali, *Penelitian Tindak Kelas*. (Jakarta: Departemen Agama Republik Indonesia, 2009). P.136

Figure 3.1 Action Research Cycle



**D. Time and Place**

This research conducted on February 2016 in SMK NU Ma'arif 01 Semarang.

**E. Subject of Research**

The researcher chose class XI Technical Banking (PS) 1 of SMK NU Ma'arif 01 Semarang. This class consist of 20 students as the subject of research.

The Students' Name of Class XI PS 1

<b>N O</b>	<b>NIPD</b>	<b>NAMA</b>	<b>Male/ Female</b>	<b>CO DE</b>
1	9991116101 / 147172	Afitriyani	Female	R 1
2	9981135125 / 147174	Bagas Pridana	Male	R 2
3	9991075248 / 147151	Desi Nawangsari	Female	R 3
4	9988498214 / 147153	Elina Wijayanti	Female	R 4
5	9991075120 / 147154	Fitria Anggraini	Female	R 5
6	9986032930 / 147178	Ika Ayu Septi Wulandari	Female	R 6
7	9996277371 / 147157	Ika Rundini	Female	R 7
8	9991075659 / 147158	Kholida Choirun Nisa	Female	R 8

9	9991079224 / 147179	Margharetha Priskaliana Armadi	Female	R 9
10	0000699055 / 147159	Masrofah	Female	R 10
11	9991079215 / 147160	Maulida Isnaini	Female	R11
12	9996019405 / 147162	Muhammad Ibal Yulianto	Male	R 12
13	9981135146 / 147181	Muhromin	Male	R 13
14	9991078830 / 147184	Nur Arifah	Female	R 14
15	9981136971 / 147165	Rahayu Kristiani	Female	R 15
16	9991075693 / 147166	Rekno Puji Rahayu	Female	R 16
17	0004580226 / 147167	Salma Lutfiyanti	Female	R 17
18	9993789813 / 147192	Siti Nur Aini	Female	R 18

19	9993684808 / 147171	Ulin Nuha Synatrya	Female	R 19
20	9981137120 / 147193	Wiji Eka Mulyani	Female	R 20

Table 3.1 Students' Name of Class XI PS 1

#### **F. Technique of Data Collection**

This research used descriptive statistical analysis to find out the improvement of student' understanding on simple future tense, the steps are as follows.

##### 1. Documentation

The researcher used documentation which relate to this research. Those are students' name list, students' English mark, lesson schedule, students' worksheet and photo of teaching and learning process by Writing Picture Game.

##### 2. Observation

Observation will used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties. In conducting this

classroom action research, the researcher decides to use observation form.

### 3. Test

Test is an important part in every teaching and learning process. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual or a group. So, with the test the teacher will know the achievement level of students.

## G. Data Analysis

The aim of this study is to find out whether Writing Picture Game improves student ability on simple future. There are pre-test and post-test, these tests are used to measure the students' progress in mastering grammar especially on writing skill.

### 1. Analysing Observation Checklist

Researcher used observation checklist during the teaching and learning process in preliminary research, cycle I, and cycle II.

No	Indicators	Poor (0-20%)	Fair (21-40%)	Average (41-60%)	Good (61-80%)	Excellent (80-100%)	Total Score
		1	2	3	4	5	



1	Paying Attention						
2	Being Enthusiastic						
3	Asking Question						
4	Responding to the Question						
5	Making effort to solve problem						
6	Accomplishing task						
	Total Score						

Table 3.2 Analysing Observation Checklist

Then the result of observation checklist will be analysed by calculating the percentage as following. The formula to measure the student's participant is:

$$\text{Percentage \%} = \frac{\text{Scored got}}{\text{Total of criterion from observation}} \times 100\%^{11}$$

---

<sup>11</sup> Ummyatul A., "Using Scrabble Game to Improve Students' Mastery of English Verb (A Classroom Action Research with the fourth

From the formula above student's participation can be categorized as follow:

a. Poor

The aspect of activity that will be observed above, reaches about 20% from overall percentage 100%.

b. Fair

The aspect of activity that will be observed above reaches out for about 21-40% from overall percentage 100%

c. Average

The aspect of activity that will be observed above reaches out for about 41-60% from overall percentage 100%

d. Good

The aspect of activity that will be observed above reaches out for about 61-80% from overall percentage 100%

e. Excellent

The aspect of activity that will be observed above reaches out for about 81-100%.

---

Grade Students of SD Al Azhar 25 Semarang in the Akademik Year 2009/2010)", *Final Project* (Semarang: Bachelor Degree Program IAIN Walisongo Semarang), p.50)

## 2. Method of Analysing Test

When the researcher gave treatments using Writing Picture Game, the researcher determined the test result that is measured by using the formula as follows:

### a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave task to students. The score of the contain is 3, mechanism and style is 2, grammar is 3, and Organizations 2.<sup>12</sup>

### b. Measuring The Mean

After calculate the percentage of students score, the researcher calculate the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average which is obtained by adding the sum offset score and dividing the number of students.<sup>13</sup>

$$Me = \frac{\sum X_i}{n}$$

Me = Mean

$\sum$  = Epsilon

$X_i$  = Sum

---

<sup>12</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Addison Wesley Longman. Inc., 2000), 4<sup>th</sup> Ed., p. 244-245

<sup>13</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), P. 222

N = Variable

From the result of those formula the researcher analyzed the score of task and the result from observation checklist to find out the improvement of students' understanding on simple future tense achievement through Writing Picture Game.

## **H. Achievement Indicator**

The students' success and failure in doing the planned activities are assessed by referring to the increasing students' understanding on simple future tense achievement through Writing Picture Game. The proficiency can be said that they are successfully gained by students if the students had improvement in every cycle.

The result of this analysis will enrich knowledge of students writing ability.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. General Description of SMK (Vocational High School)

##### Ma'arif NU (Nahdatul Ulama') 01 Semarang

SMK Ma'arif NU 01 Semarang was built in 2012. It was built in Jl. Wonolopo, Mijen, Semarang. There are two skill programs that were being developed in this school. Those are technical banking (PS) and basic of technical motor (TKR). The first grade has five classes, two classes for PS and three classes for TKR. Then for eleventh grade there are 4 classes, two classes for PS and two classes for TKR. For twelfth grades, they got two classes, one for PS and one for TKR. In addition, this school has mosque in the middle of the school. This school also has hotspot area, free car, park, and place for sport, then laboratory for PS and laboratory for TKR

#### B. Description of the Research

##### 1. Pre cycle

Before the researcher was doing the first cycle, she collected data such as the student's name and the rating from the first test from correspondence. The first rating was taken from the test before cycle.

At first, the researcher was doing the observation such as getting familiar with students at grade XI of

Technique Banking and observing the teaching method which was done by English teacher at class. After doing the observation, the researcher did a test to measure the students' mastery, especially in simple future tense.

The pre-cycle was held on 6 February 2016. It was used to measure the students on simple future tense. This test also used to decide the first score before she did the research.

The score from pre-cycle could be seen in the table as follows.

**Table 4.1**  
**Scoring Data in Pre-Cycle**

No	Students' Code	Focus				Total
		con tain	mechanism and style	Organi zations	gram mar	
1	R 1	1	2	1	1	5
2	R 2	1	2	1	1	5
3	R 3	1	2	1	1	5
4	R 4	1	2	1	1	5
5	R 5	1	2	1	1	5
6	R 6	1	2	1	1	5

7	R 7	1	2	1	1	5
8	R 8	1	2	1	1	5
9	R 9	1	2	1	1	5
10	R 10	1	2	1	1	5
11	R 11	2	1	1	1	5
12	R 12	2	1	1	1	5
13	R 13	2	1	1	1	5
14	R 14	2	1	1	1	5
15	R 15	2	1	1	1	5
16	R 16	2	1	1	2	6
17	R 17	2	1	1	2	6
18	R 18	2	1	1	2	6
19	R 19	2	1	1	2	6
20	R 20	2	1	1	2	6

Based on the result of pre-cycle scores, it can be known that students' achievement in simple future tense was as mentioned below. It could be seen that fifteen

students got 5 (R1, R2, R3, R 4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, and R15), and five students got 6 (R16, R17, R18, R19, and R20). There was no students passed the minimum standard score seven point five. It made an action research must be done.

## 2. First Cycle

The researcher did the research that used Writing Picture Game to improve students' understanding on simple future tense at eleventh grade students of SMK Ma'arif NU 01 Semarang in the academic year 2015/2016. The first cycle was held on 13 February 2016. There were steps done in this cycle such as below:

### a. Planning

The researcher made a lesson plan, prepared instruments (topic and writing), formed several groups, made an evaluation based on the first cycle, arranger the observation checklist, took documentation, and reflection.

### b. Acting

The researcher started learning process by greeting, reading *basmalah* together and checking attendance. The researcher gave introduction about the material by telling her planning for next year.



Then, she asked the students to explain about their planning for next year orally.

After getting students' response, the researcher explained whole materials about simple future tense. The researcher enables students to ask the way to make sentence using simple future tense orally as yet as possible.

After that the researcher divided the student into four groups since the students' attendance during the research was not complete so that the research was conducted for active students. They were twenty students. Therefore, each group consisted of five students. The research gave same topic to the student. After that, the students discussed with their own group mates to make paragraph using simple future tense.

After discussing to make paragraph in a group, they made writing on paper that the researchers gave. Every group was given a maximal time allotment 30 minutes to do their writing. Besides that, every group may open their dictionary.

From the processes above, the researcher paid attention to students' on a group. He took picture as the documentation when they were doing their work.

If there were mistakes, the researcher corrected and gave suggestion for their writing.

After all of the processes had finished, the researcher evaluated students based on their writing. That was used to know the improvement of students' understanding on simple future tense using Writing Picture Game. That was done after learning process.

At last, the researcher asked students to say *hamdalah* together. Then he closed the meeting using *salam*.

The result rating of the first cycle was gotten by researcher from the test. The rating of students in the first cycle could be seen in the table below:

**Table 4.2**  
**The Rating Result from the Test of Using Writing**  
**Picture Game to Improve Students'**  
**Understanding on Simple Future Tense at the First**  
**Cycle**

No	Student' Code	Focus				Total
		con tain	mechanism and style	Organi zations	Grammar	
1	R 1	2	2	2	2	8
2	R 2	2	2	2	2	8

3	R 3	2	2	2	2	8
4	R 4	2	2	2	2	8
5	R 5	2	2	2	2	8
6	R 6	1	2	2	2	7
7	R 7	1	2	2	2	7
8	R 8	1	2	2	2	7
9	R 9	1	2	2	2	7
10	R 10	1	2	2	2	7
11	R 11	3	1	2	2	8
12	R 12	3	1	2	2	8
13	R 13	3	1	2	2	8
14	R 14	3	1	2	2	8
15	R 15	3	1	2	2	8
16	R 16	2	2	1	2	7
17	R 17	2	2	1	2	7
18	R 18	2	2	1	2	7

19	R 19	2	2	1	2	7
20	R 20	2	2	1	2	7

According to the table above, the final score of the test was low because the minimum rating standard of the achievement did not reach to seven point five yet. The ten students were got 7 (R6, R7, R8, R9, R16, R17, R18, R19, R10, and R20) and ten students got 8 (R 1, R2, R3, R4, R5, R11, R12, R13, R14, and R15). There they was no students passed the minimum standard score seven point five. It made an action research must be done. There was an incensement between Pre-cycle and Cycle 1. It could be concluded that using Writing Picture Game was effective to teach grammar. Especially, when the researcher using for simple future tense in this cycle. However, both of the cycle's minimum standard rating was still low average. So, the second cycle would be conducted.

c. Observing

In observation, there were some important matters, which must be paid attention during the research. This observation, the researcher took six items, which focused on the research. Here, the researcher observed

students' activity during treatment. The description can be seen in the table below:

**Table 4.3**  
**Score of observation at the first cycle**

No	Indicators	Poor (0-20%)	Fair (21-40%)	Average (41-60%)	Good (61-80%)	Excellent (80-100%)	Total Score
		1	2	3	4	5	
1	Paying Attention			V			3
2	Being Enthusiastic			V			3
3	Asking Question		V				3
4	Responding to the Question		V				2
5	Making effort to solve problem			V			2

6	Accomplishing task				V		4
	Total Score	0	4	9	4	0	15

According to the table above, the observation score in the second cycle was conducted by using the formula as follows:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{15}{30} \times 100\%$$

$$\text{Score} = 50\%$$

Based on the observation table above, the researcher knew that students' activeness was less.

In this cycle, the students' interest was average. The students were enthusiastic enough in the class but they did not give a good respond well. Some students made noisy when the teacher explained the material. There were many students were passive in learning process. It could be shown that there were not many students asked questions to the researcher. They did not ask anything what they did not understand yet. When the teacher asked students, they could not respond enough although sometimes the response was not clear enough. In grouping some of students were

difficult to choose their vocabulary. So, they made unclear world on their sentence. That was because the students felt hesitant. Most of students totally understand how to make a correct sentence using simple future tense and some of students were good enough to make the paragraph.

d. Reflecting

The result of the test above showed that the achievement rating did not reach to seven point five as minimum standard rating to indicate their successful. Therefore, the researcher could know that the students' achievement in simple future tense was still below average. It was because there were students still did not focus on the material when the researcher explained. Besides that, the students were still confused to use a correct word.

For the researcher, she observed herself such as she was good enough in delivering materials and in guiding students to compose the tense. She controlled the class well, although there were many students made noisy in the class during treatment.

Based on the weakness above, the researcher had to be more creative in delivering material to encourage students' activeness in Writing Picture Game. She completed the students' observation in the

first cycle, and then she did reflection and evaluation during learning activities in the first cycle. She tried to get solution on problems by planning some actions such as below:

- 1) Asking students to focus on studying and working their paragraph well;
- 2) Asking students to be more active in learning process and attend in the class;
- 3) Managing class well, such as tried to be more familiar with students, to be better in delivering material and to be more pay attention to students' work;
- 4) Making condition of the class well in order that students to be more active;
- 5) Asking student to check their vocabulary in the dictionary.

From the reflection above, it might help the researcher to get solution of the problem of learning process by using Writing Picture Game to improve students' understanding on simple future tense at the eleventh grade students of SMK Ma'arif NU 01 Semarang. The result of reflection could be used to make some notes about students' improvement in simple future tense. It was also used to reflect in doing second cycle to get maximum research and



repairing the third cycle if the result of the second cycle was still unsatisfied.

### 3. Second Cycle

The activity in this cycle was similar with the activity in the first cycle, but the researcher tried to do not do the same weaknesses such as in the first cycle. This cycle was done on 27 February 2016. This cycle consisted of several steps such as below:

#### a. Planning

The researcher planned some activities to get maximum result in the second cycle. She planned to arrange a lesson plan, instruments (a picture), documentation for the second cycle. The researcher also prepares color paper to make students' focused on and interested within the lesson.

#### b. Acting

The researcher started learning process by greeting, reading *basmalah* together and checking attendance. The researcher gave introduction about the material by telling her planning for next year. In addition, she gave a picture to show what the researcher wants to do at the next year. Then, she asked the students to tell about their planning for next year.

The researcher ordered students to make simple future tense. They were like the previous group. Each group consisted of five students. Then, she provided a picture to every group. It was the same play from the first cycle. The students made a paragraph using simple future tense in a group while the researcher walked around the class and helped to answer some students' question if they did not find the English meaning of Indonesian words from their dictionary. It was done only 30 minutes for all of group.

After all of the processes had finessed, the researcher evaluated the students' understanding. It was used to know the improvement of students' understanding on simple future tense after doing Writing Picture Game.

At last, the researcher recalled the material had been discussed and motivated students to do not be shy to write English. Then, she asked the students to say *hamdalah* together and closed the meeting.

The result score in the second cycle was gotten by the researcher from the test. It could be know in the table below:

**Table 4.4**  
**The Result Score from the Test of Using Writing**  
**Picture Game to Improve Students’**  
**Understanding on Simple Future Tense at the**  
**Second Cycle**

No	Student’ Code	Focus				Total
		Co ntai n	mechanism and style	Organiz ations	gramm ar	
1	R 1	2	2	1	3	8
2	R 2	2	2	1	3	8
3	R 3	2	2	1	3	8
4	R 4	2	2	1	3	8
5	R 5	2	2	1	3	8
6	R 6	2	2	2	2	8
7	R 7	2	2	2	2	8
8	R 8	2	2	2	2	8
9	R 9	2	2	2	2	8
10	R 10	2	2	2	2	8

11	R 11	3	1	2	3	9
12	R 12	3	1	2	3	9
13	R 13	3	1	2	3	9
14	R 14	3	1	2	3	9
15	R 15	3	1	2	3	9
16	R 16	2	1	2	3	8
17	R 17	2	1	2	3	8
18	R 18	2	1	2	3	8
19	R 19	2	1	2	3	8
20	R 20	2	1	2	3	8

According to the table above, the final score of the test was good because the minimum rating standard of the achievement research to seven point five. The students' achievement in making paragraph was seeing that there was fifteen student were got 8 (R1, R2, R3, R 4, R5, R6, R7, R8, R9, R10, R15R16, R17, R18, R 19 and R 20) and five students got 9 (R11, R12, R13, R14, and R 15). There they was students passed the minimum standard score seventy five. It

concluded that Writing Picture Game can improve students understanding on simple future tense. There was showed on the table between Pre-cycle, Cycle 1, and Cycle 2.

**c. Observing**

The description of observation in the second cycle can be known in the table below:

**Table 4.5**  
**Observation Score at the Second Cycle**

No	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying Attention					V	5
2	Being Enthusiastic			V			3
3	Asking Question				V		4

4	Responding to the Question				V		4
5	Making effort to solve problem				V		4
6	Accomplishing task			V			3
	Total Score	0	0	6	12	5	23

According to the table above, the observation score in the third cycle was counted by using therefore full as follows:

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{23}{30} \times 100\%$$

$$\text{Score} = 77\%$$

Based on the observation table above, the researcher knew that students' activeness was fair.

In this cycle, the students' interest was good. The students were enthusiastic in the class and they responded well. Their attention to the lesson was good

enough and students did not make noisy when the teacher explained the material. There was no student still passive in learning process. In grouping, the students making a good paragraph with their own group mates by cooperative each other well. Some of them were brave to ask what they did not understand yet. Besides that, when the teacher asked them, they responded well. Most of students were good to make a sentence, so they make a correct paragraph.

In addition, the students comprehended enough of their story and they enjoyed using Writing Picture Game in learning simple future tense. It could be seen when they did their work happy and totally brave to open their dictionary.

d. Reflecting

The final score of the test fulfilled the minimum rating standard of the achievement that was seventy five. Therefore, the researcher could know that the students' achievement in simple future tense was satisfactory. It showed that the students had good achievement in the research by using Writing Picture Game to improve students understanding on simple future tense. It was because most of students got a good score. The students were minimal in correct word. In addition, the students had already enjoyed

using Writing Picture Game in learning simple future tense. The students were brave to ask their problems.

For the researcher, she observed herself such as she was good explaining materials and guiding students to make a good and correct sentences or paragraph. Based on reflection above, teaching simple future tense by using Writing Picture Game could improve their understanding. The students' achievement fulfilled the minimum rating standard that was seventy five. By analyzing the result of the research in the second cycle, the teacher and the research stopped the cycle.

### **C. Discussion**

The objectives of the research were to know the implementation of Writing Picture Game to improve students' understanding on simple future tense at eleventh grade students of SMK Ma'arif NU 01 Semarang in the academic year 2015/2016. The total students at eleventh grade of technical banking (Perbangkan Syari'ah) were 20 students. In using Writing Picture Game to teach simple future tense, the students could feel more fun, happy and enjoy. That was because it was not making them feel bored. They learned how to make a correct sentence using simple future tense, so they can make a good and correct paragraph by using Writing Picture Game on their simple



future tense. Therefore, the students could be relaxed in learning process. The implementation of using Writing Picture Game in teaching writing was clear enough, so they was good for improvement in writing especially on simple future tense.

Based on the whole test above, the researcher knew that the improvement of students' understanding on simple future tense using Writing Picture Game could be seen briefly as follow:

**Table 4.6**  
**The Result of the Whole Test**

No	Student' Code	Pre-cycle	Cycle 1	Cycle 2
1	R 1	5	8	8
2	R 2	5	8	8
3	R 3	5	8	8
4	R 4	5	8	8
5	R 5	5	8	8
6	R 6	5	7	8
7	R 7	5	7	8
8	R 8	5	7	8

9	R 9	5	7	8
10	R 10	5	7	8
11	R 11	5	8	9
12	R 12	5	8	9
13	R 13	5	8	9
14	R 14	5	8	9
15	R 15	5	8	9
16	R 16	6	7	8
17	R 17	6	7	8
18	R 18	6	7	8
19	R 19	6	7	8
20	R 20	6	7	8
<b>Sum</b>		105	150	165
<b>Average (Mean)</b>		5.25	7.5	8.25
<b>Lowest Score</b>		5	7	8
<b>Highest Score</b>		6	8	9

From the table above, the use of Writing Picture Game could improve students' understanding on simple future tense. So, the classroom action research of the implementation of Writing Picture Game was successful. It could be seen from the result in each cycle. Pre-cycle showed that the students' achievement setting standard average was 5.25. It meant that the students' comprehension was less because of the authentic assessment standardized for English major at eleventh grade of SMK Ma'arif NU 01 Semarang was seven point five.

In cycle 1 showed that students' achievement in understanding simple future tense was still low average. It was 7.5 and in cycle 2, the students' average of minimum rating score increased to be 8.25. It could be concluded that there was improvement in every cycle after using Writing Picture Game.

#### **D. Limitation of the Research**

This research was not a perfect research. There were many boundaries in conducting this research. That's why the research was still need to be developed by other researchers. The result of this research was not maximal yet, and can still be improved.

The limitations of this research are as follows.

1. Time of the research

The researcher realized that writing could not be improved in a very short time. It would need very long time to reach ideal and perfect research. However, this research was conducted for only a month more than a week, since observation (1 February 2016) until writing the report (29 February 2016).

2. Cycles of the research

This research was conducted in one preliminary cycle and two cycles, those were cycle 1 and cycle 2.

3. Materials taught during the research

This research was conducted when teaching simple future tense only.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the result of the research about “The Use of Writing Picture Game to Improve Students’ Understanding on Simple Future Tense at Eleventh Grade of SMK (Vocational High School) Ma’arif NU (Nahdatul Ulama’) 01 Semarang in the Academic Year 2015/2016”, can be concluded as follows.

1. The students’ responses to the Writing Picture Game to Improve Students’ Understanding on Simple Future Tense at Eleventh Grade of SMK Ma’arif NU 01 Semarang in the Academic Year 2015/2016 coming from the result of observation checklist, it shows there is positive change on students in learning English. It was oriented with learning process in choosing Writing Picture Game to improve students’ understanding on simple future tense, it was good enough. In pre-cycle showed that students’ average for the percentage of observation checklist was 46%. In cycle 1 showed that students’ percentage of observation checklist was 50%. In cycle 2 the percentage of observation checklist were increased to

77%. When the students made an unclear sentence, the researcher as teacher gave correction to them. The researcher also motivated the students became confident when they make some sentences. That was because when the students felt hesitant, they directly cannot make a correct sentence. During implemented of Writing Picture game to improve students' understanding on simple future tense, the students became more active in teaching learning activity. Therefore, it can be concluded that Writing Picture game can increase students' understanding on simple future tense.

2. The students' achievement of using Writing Picture Game to improve students' understanding on simple future tense can be seen in every cycle in learning process. Teaching simple future tense by using Writing Picture Game helped to improve the students' achievement in understanding on simple future tense. The result of the test can be known based on conducting in every cycle. In pre-cycle showed that students' average that the students' achievement standard was 5.25. In cycle 1 showed that students' achievement in simple future tense was 7.5. In cycle 2 increased to be 8.25. It could be concluded that there

was improvement in every cycle after using Writing Picture Game. So, the classroom action research of the implementation of Writing Picture Game was successful. Then the students' achievement in simple future tense using Writing Picture Game fulfilled the minimum rating standard in the cycle 2.

## **B. Suggestion**

Based on the result of observation, there are some suggestions that I can explain as follows.

1. For Teacher:
  - a. Teacher should have a good preparation well to get maximum result in their teaching process.
  - b. Teacher should be creative to get students' interest in learning process. So, it makes the students focus on and enjoy learning more.
  - c. Teacher has to understand more about the characteristic from the students.

2. For School:

The researcher felt good enough to prove fun and interesting learning, but when the board marker was empty the students have to go to the office to fill the board marker. It makes them noisy and busy get less lesson. In addition, the researcher also felt difficult to

make the student stay at the class. That was because the school belonging a new school. The academic year was started in 2012/2013. In other hand the researcher also felt difficult to make the student stay at the class. So, the researcher hoped that the school would increase on the discipline for all of students, and facility for the learning.

3. For Student:
  - a. Students should be more confident in learning process
  - b. Students should improve their ability in English
  - c. Students should give a good respond in learning process.

#### C. Closing

Praise is to Allah, which has been giving everything so that the final project can be finished well.

The researcher realizes that this final project is far from being perfect. Then, the researcher needs critic and advice. That is because the researcher really expected for the perfection on final project. Hopefully, this final project will be useful for all of us. Amen.



## BIBLIOGRAPHY

- Ali, Mohammad. 2009. *Penelitian Tindak Kelas*. Jakarta: Departemen Agama Republik Indonesia.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Arikunto, Suharsimi. 2008. *Penelitian Tindak Kelas*. Jakarta: PT. Bumi Aksara.
- Ayu, Lusi Dyah and Murdibjono. 2012. *The Use Games in Teaching English at SMA 2 PARE*. Kediri: 2012
- Brown, H Douglas. 2000. *Principles of Language Learning and Teaching*. New York: Addison Wesley Longman. Inc.
- Bull, Victoria. 2004. *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press.
- Cambridge. 2008. *Cambridge Advanced Learner's Dictionary 3<sup>rd</sup> Edition*. Cambridge: Cambridge University Pers.
- Eastwood, John. 2008. *Oxford Learner's Pocket Grammar*. New York: Oxford University Press.
- Hufad, Achmad. 2009. *Penelitian Tindakan Kelas*. Jakarta: Departemen Agama Republik Indonesia.
- Leech, Geoffrey and Friends. 2006. *English Grammar for Today*. London: Palgrave Macmillan.

- Nunan. David. 1993. *Research Method in Language Learning*,  
Cambridge: Cambridge University Press
- Rinvoluceri, Mario. 1998. *Grammar Games*, United Kingdom:  
Cambridge University Press.
- Rochiati Wiriaatmadja. 2005. *Metode Penelitian Tindakan Kelas*,  
Bandung:PT Remaja Rosdakarya.
- Suyadi. 2010. *Panduan Penelitian Tindakan Kelas*. Jogjakarta : Diva  
Press.
- Tornburry , Scott. 1999. *How to Teach Grammar*. England: Pearson  
Education Limited.

<http://www.bbc.com/news/uk-politics-35813973> Accessed on March  
16 , 2016 at 22.54 WIB

<http://www.englishpage.com/verbpage/simplefuture.html> Accessed on  
November 21, 2015 at 14.17 WIB

[https://www.englishclub.com/grammar/verb-tenses\\_sys-what.htm](https://www.englishclub.com/grammar/verb-tenses_sys-what.htm)  
Accessed on November 21, 2015 at 13.17 WIB

**RESEARCH SCHEDULE IN THE CLASSROOM ACTION  
RESEARCH**









Teacher : Libasut Taqwa, S.Pd.

Researcher : Nandhifatul Harisah

Class : XI PS (Technique of Banking) 01

No	Activities	Date
1	Preliminary visit (meet the teacher)	04-11-2016
2	Meeting the administration officer to ask the data of school and students as participant	17-11-2016
3	Meeting the teacher to make sure the material	07-12-2016
4	Meeting the headmaster to give research permission	25-01-2016
5	Meeting the teacher to make sure the start of the research	27-01-2016
6	Doing to the research (Pre-cycle)	06-02-2016
7	First cycle	13-02-2016
8	Evaluation cycle I	
9	Second cycle	27-02-2016
10	Evaluation cycle II	
11	Giving the whole result to teacher	12-04-2016

### Research Journal

No	Activity	Date	Signature
1	Asking permission and discuss about the material	4/11/2015	
2	Change the material	17/11/2015	
3	Make sure the material	7/12/2015	
4	Make sure the start of the research and give lesson plan to the teacher	27/1/2016	
5	Do to the research (pre-cycle)	6/2/2016	
6	Do to the research (cycle I)	13/2/2016	
7	Do to the research (cycle II)	27/2/2016	
8	Give the whole result to teacher	12/4/2016	

Colobolator,



Libasut Taqwa, S.Pd  
NIP.

Semarang, February 2016

Researcher



Nandhifatul Harisah  
NIM. 123411081

**ABSENSI KEHADIRAN SISWA**

<b>N O</b>	<b>NIPD</b>	<b>NAMA</b>	<b>Male/ Female</b>	<b>CO DE</b>	<b>6-2- 2016</b>	<b>13- 2- 2016</b>	<b>27- 2- 2016</b>
1	9991116 101 / 147172	Afitriyani	Female	R 1	<b>V</b>	<b>V</b>	<b>V</b>
2	9981135 125 / 147174	Bagas Pridana	Male	R 2	<b>V</b>	<b>V</b>	<b>V</b>
3	9991075 248 / 147151	Desi Nawangsa ri	Female	R 3	<b>V</b>	<b>V</b>	<b>V</b>
4	9988498 214 / 147153	Elina Wijayanti	Female	R 4	<b>V</b>	<b>V</b>	<b>V</b>
5	9991075 120 / 147154	Fitria Anggraini	Female	R 5	<b>V</b>	<b>V</b>	<b>V</b>

6	9986032 930 / 147178	Ika Ayu Septi Wulandari	Female	R 6	V	V	V
7	9996277 371 / 147157	Ika Rundini	Female	R 7	V	V	V
8	9991075 659 / 147158	Kholida Choirun Nisa	Female	R 8	V	V	V
9	9991079 224 / 147179	Margharet ha Priskalian a Armadi	Female	R 9	V	V	V
10	0000699 055 / 147159	Masrofah	Female	R 10	V	V	V
11	9991079 215 / 147160	Maulida Isnaini	Female	R11	V	V	V
12	9996019 405 /	Muhamma d Ibal	Male	R 12	V	V	V

	147162	Yulianto					
13	9981135 146 / 147181	Muhromin	Male	R 13	<b>V</b>	<b>V</b>	<b>V</b>
14	9991078 830 / 147184	Nur Arifah	Female	R 14	<b>V</b>	<b>V</b>	<b>V</b>
15	9981136 971 / 147165	Rahayu Kristiani	Female	R 15	<b>V</b>	<b>V</b>	<b>V</b>
16	9991075 693 / 147166	Rekno Puji Rahayu	Female	R 16	<b>V</b>	<b>V</b>	<b>V</b>
17	0004580 226 / 147167	Salma Lutfiyanti	Female	R 17	<b>V</b>	<b>V</b>	<b>V</b>
18	9993789 813 / 147192	Siti Nur Aini	Female	R 18	<b>V</b>	<b>V</b>	<b>V</b>
19	9993684	Ulin Nuha	Female	R 19	<b>V</b>	<b>V</b>	<b>V</b>

	808 / 147171	Synatrya					
20	9981137 120 / 147193	Wiji Eka Mulyani	Female	R 20	<b>V</b>	<b>V</b>	<b>V</b>



NAMA SEKOLAH : SMK MAARIF NUJ 1 SEMARANG  
 NAMA GURU : BAHASA INGGRIS  
 KELAS/SEMESTER : XI / 3-4  
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara level Elementary  
 KOMPETENSI :  
 ALOKASI WAKTU : 140 X 45 menit


Karakter siswa yang diharapkan:

Cermat, Teliti, Berfikir Kritis, Jujur, Berani, Kreatif, Berzangung Jawab


Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu		Sumber Belajar
					TM	PS	
<p>2.4. Menceritakan kegiatan masa lalu dan rencana kerja yang akan datang</p>	<ul style="list-style-type: none"> <li>Telling about past events</li> <li>- I saw the crowds were helping the accident victim.</li> <li>- We had locked the room when she came.</li> <li>Telling about future plans</li> <li>- The meeting will be over at two PM.</li> <li>- When you arrive at the office, I will be conducting a meeting.</li> <li>Sample of a personal letter</li> <li>Reading about past and future</li> <li>Grammar review:</li> <li>- Relevant tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>- Listening to a dialog</li> <li>- Matching pictures with statements</li> <li>- Listening for information</li> <li>Speaking</li> <li>- Practicing conversations with partners</li> <li>- Telling one's own plans (future)</li> <li>Reading</li> <li>- Reading for information: passages</li> <li>- Answering questions</li> <li>- Answering true and false questions</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>Urutkapan tentang kegiatan masa lampau dan rencana dengan benar.</li> <li>Urutkapan untuk mengemukakan kegiatan di masa datang digunakan dalam 'Form' yang benar.</li> <li>Surat pribadi yang menceritakan tentang masa lalu dan rencana di masa depan</li> </ul>	<ul style="list-style-type: none"> <li>Test lisan</li> <li>- Menceritakan masa lampau</li> <li>- Dialog</li> <li>Test tertulis</li> <li>- Menanggapi kalimat</li> <li>- Memahami pilihan ganda</li> </ul>	74	PS	<ul style="list-style-type: none"> <li>Get Along with English for Secondary School Elementary level Halaman 61-78</li> <li>Practical English Usage</li> <li>Global Access to the World of Work</li> <li>Person to Person</li> </ul>

		<ul style="list-style-type: none"> <li>- Completing sentences</li> <li>- Writing the most interesting experience</li> <li>- Writing about one's future dreams</li> </ul>	ditulis dengan benar				
--	--	--	----------------------	--	--	--	--

Menggetahui,  
Kepala SMK Maarif NU 1 Semarang

  
Muhammad Idris, S.H., M.Si  
NIP. \_\_\_\_\_

25 Juli 2013  
Guru Mapel Bahasa Inggris

  
Ihsak Fauzan, S.Pd  
NIP. \_\_\_\_\_

**PRE-CYCLE**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : SMK MA'ARIF NU 01  
SEMARANG

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : XI PS 1 / 2

**Alokasi Waktu** : 1 x 90 menit ( 2x pertemuan )

**Topik Pembelajaran** : Future Tense

**Pertemuan Ke** : Pre-Cycle

### A. Standar Kompetensi

Memahami bagaimana cara berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

### B. Kompetensi Dasar

2.4 Memahami dan Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang

### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"><li>Mengidentifikasi pola <i>Simple Future Tense</i> dalam konteks Ungkapan untuk mengemuka-kan kegiatan di masa datang dengan</li></ul>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah

<p>benar.</p> <ul style="list-style-type: none"> <li>• Membuat paragraph dengan pola <i>Simple Future Tense</i> untuk mengemukakan kegiatan di masa datang dengan benar.</li> </ul>	<p>air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.</p>
---	---

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan)

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

Mengidentifikasi makna dan pola dalam *Simple Future Tense* dalam konteks kegiatan sehari-hari dengan benar.

**E. Materi Pokok**

**Be Going to**

Example:

1. Positive Sentence:
  - a. I am going to London next week
  - b. She is going to Paragon tomorrow

- c. They are going to Jogja tomorrow
  - d. We are going to Semarang next week
  - e. He is going to Makasar tonight
  - f. You are going to Papua next month
2. Negative Sentence
- a. I am not going to London next week
  - b. She is not going to Paragon tomorrow
  - c. They are not going to Jogja tomorrow
  - d. We are not going to Semarang next week
  - e. He is not going to Makasar tonight
  - f. You are not going to Papua next month
3. Interrogative Sentence
- a. Am I going to London next week?
  - b. Is she going to Paragon tomorrow?
  - c. Are they going to Jogja tomorrow?
  - d. Are we going to Semarang next week?
  - e. Is he going to Makasar tonight?
  - f. Are you going to Papua next month?

### **“Simple Future Tense”**

Simple Future tense has a formula. The formula is make simple present different with other tenses.

The Formula:

(+) S + Will + V + O + Time signal

(-) S + Will + Not + V + O + Time signal

(?) Will + S + V + O + Time signal +?

For examples:

a) Positive sentences:

- 1) I will go to Jakarta tomorrow
- 2) You will go to Jakarta tomorrow
- 3) We will go to Jakarta tomorrow
- 4) They will go to Jakarta tomorrow
- 5) She will go to Jakarta tomorrow
- 6) He will go to Jakarta tomorrow

b) Negative sentences

- 1) I will not go to Jakarta tomorrow
- 2) You will not go to Jakarta tomorrow
- 3) We will not go to Jakarta tomorrow
- 4) They will not go to Jakarta tomorrow
- 5) She will not go to Jakarta tomorrow
- 6) He will not go to Jakarta tomorrow

c) Interrogative sentence

- 1) Will I go to Jakarta tomorrow?
- 2) Will you go to Jakarta tomorrow?
- 3) Will we go to Jakarta tomorrow?
- 4) Will they go to Jakarta tomorrow?
- 5) Will she go to Jakarta tomorrow?
- 6) Will he go to Jakarta tomorrow?

## **F. Metode Pembelajaran/Teknik**

- Ceramah

## **G. Strategi Pembelajaran**

### **Langkah-langkah Kegiatan Pembelajaran**

#### **1. Kegiatan Awal (10')**

- a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- b. Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- c. Mengaitkan materi/ kompetensi yang akan dipelajari dengan karakter
- d. Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- e. Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

#### **2. Kegiatan Inti (70')**

##### ***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi Simple Future Tense.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan mengenai Simple Future Tense.



- Meminta siswa untuk membuat paragraph yang terdapat simple future tense didalamnya

### ***Elaborasi***

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat dengan Simple Future Tense.
- Memfasilitasi siswa melalui pemberian tugas untuk dikerjakan secara kelompok.

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi Simple Future Tense.

### **3. Kegiatan Akhir (10')**

- Siswa diminta membuat rangkuman dari materi mengenai Simple Future Tense.

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Simple Future Tense.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## H. Sumber/Bahan/Alat

Buku “ENGLISH FOR BANKING”

## I. Penilaian

### 1. Indikator, Teknik, Bentuk, dan Contoh.

Indikator	Teknik	Bentuk	Contoh
Memahami cara membuat paragraph dengan menggunakan Simple Future Tense dengan baik	Tes Tertulis	Essay	Please make a good paragraph! Don't forget to give five sentences using simple future tense on your paragraph!

### 2. Instrumen Penilaian

Please write some paragraph that use simple future tense depend on your imagination!

### 3. Pedoman Penilaian

#### Penilaian

No.	Aspek yang dinilai	Skor
1	Ketepatan penggunaan Simple Future Tense (Grammar)	1- 3
2	Organizations	1- 3
3	Contain	1- 2
4	Mechanism and style	1- 2
	Skor maksimum	4-10

Keterangan score:

a. Grammar:

- Sangat baik = 3
- Baik = 2
- Kurang baik = 1

b. Organizations:

1. Sangat baik = 3
2. Baik = 2
3. Kurang baik = 1

c. Contain:

1. Sangat baik = 2
2. Kurang baik = 1

d. Mechanism and style:

1. Sangat baik = 2
2. Kurang baik = 1

Mengetahui,

Guru Mapel Bahasa Inggris,

06 Februari 2016

Peneliti,

**Libasut Taqwa, S.Pd.**

NIP:

**Nandhifatul Harisah**

NIM: 123411081

## Teaching and Learning Process



### Observation Score at the Pre-Cycle

No	Indicators	Poor (0-20%)	Fair (21-40%)	Average (41-60%)	Good (61-80%)	Excellent (80-100%)	Total Score
		1	2	3	4	5	
1	Paying Attention		V				
2	Being Enthusiastic				V		
3	Asking Question		V				
4	Responding to the Question		V				
5	Making effort to solve problem			V			
6	Accomplishing task		V				
	<b>Total Score</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>14</b>

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{14}{30} \times 100\%$$

$$\text{Score} = 46\%$$

# **FIRST CYCLE**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : SMK MA'ARIF NU 01 MIJEN  
SEMARANG

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : XI / 2

**Alokasi Waktu** : 1 x 90 menit ( 2x pertemuan )

**Topik Pembelajaran** : Future Tense

**Pertemuan Ke** : Cycle I

### A. Standar Kompetensi

Memahami bagaimana cara berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

### B. Kompetensi Dasar

2.4 Memahami dan Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang

### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"><li>Mengidentifikasi pola <i>Simple Future Tense</i> dalam konteks ungkapan untuk mengemukakan kegiatan di</li></ul>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat



<p>masa datang dengan benar.</p> <ul style="list-style-type: none"> <li>• Membuat paragraph dengan pola <i>Simple Future Tense</i> untuk mengemukakan kegiatan di masa datang dengan benar.</li> </ul>	<p>kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.</p>
--	---

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan)

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

Mengidentifikasi makna dan pola dalam *Simple Future Tense* dalam konteks kegiatan sehari-hari dipergakan dan dijawab dengan benar.

**E. Materi Pokok**

**BE GOING TO**

When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past she/ he has made a plan or decision to do it), only be going to ts udes.

Example:

A: Why did you buy this paint?	Speaker B has made a prior plan. She decided to paint her bedroom last week. She intends to paint her bedroom tomorrow
B: I'm going to paint my bedroom tomorrow	

### **“Simple Future Tense”**

Simple Future tense has a formula. The formula is make simple present different with other tenses.

The Formula:

(+) S + Will + V + O + Time signal

(-) S + Will + Not + V + O + Time signal

(?) Will + S + V + O + Time signal +?

For examples:

a) Positive sentences:

- I will go to Jakarta tomorrow
- You will go to Jakarta tomorrow
- We will go to Jakarta tomorrow
- They will go to Jakarta tomorrow
- She will go to Jakarta tomorrow
- He will go to Jakarta tomorrow

b) Negative sentences

- I will not go to Jakarta tomorrow
- You will not go to Jakarta tomorrow

- We will not go to Jakarta tomorrow
- They will not go to Jakarta tomorrow
- She will not go to Jakarta tomorrow
- He will not go to Jakarta tomorrow

c) Interrogative sentence

- Will I go to Jakarta tomorrow?
- Will you go to Jakarta tomorrow?
- Will we go to Jakarta tomorrow?
- Will they go to Jakarta tomorrow?
- Will she go to Jakarta tomorrow?
- Will he go to Jakarta tomorrow?

**F. Metode Pembelajaran/Teknik**

- Writing Picture Game
- Group Discussion

**G. Langkah-langkah Kegiatan Pembelajaran**

**1. Kegiatan Awal (10')**

- f. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- g. Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- h. Mengaitkan materi/ kompetensi yang akan dipelajari dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang

hendak dikembangkan selain yang terkait dengan SK/KD

## **2. Kegiatan Inti (70')**

### ***Eksplorasi***

Dalam kegiatan eksplorasi:

- Guru memberikan stimulus dengan menceritakan tentang planning yang akan dilakukan oleh guru di masa depan
- Guru mempersilahkan murid untuk menyampaikan planning mereka di masa depan
- Guru memberikan stimulus berupa pemberian materi Simple Future Tense.
- Guru memberikan kesempatan kepada peserta didik untuk memberi contoh mengenai simple future tense secara lisan

### ***Elaborasi***

Dalam kegiatan elaborasi:

- Guru membagi siswa kedalam empat kelompok
- Guru menyampaikan tugas yang akan dikerjakan oleh siswa dalam setiap kelompok
- Guru menyampaikan peraturan tentang game yang harus dilaksanakan oleh siswa

- Guru memfasilitasi siswa melalui pemberian tugas untuk dikerjakan secara kelompok dengan menggunakan Writing Picture Game
- Guru membagikan soal dan lembar jawab kepada setiap kelompok
- Membiasakan siswa membuat paragraf dengan Simple Future Tense

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi bagi yang terlambat mengumpulkan tugas untuk maju kedepan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi Simple Future Tense dengan baik.

### **3. Kegiatan Akhir (10')**

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Simple Future Tense.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

#### **H. Sumber/Bahan/Alat**

Buku “ENGLISH FOR BANKING”

Buku “English Grammar”

Buku “Grammar Game”

#### **I. Penilaian**

##### **I. Indikator, Teknik, Bentuk, dan Contoh.**

<b>Indikator</b>	<b>Teknik</b>	<b>Bentuk</b>	<b>Contoh</b>
Memahami cara membuat paragraph dengan menggunakan Simple Future Tense dengan baik	Tes Tertulis	Essay	Please make a good paragraph! Don't forget to give five sentences using simple future tense on your paragraph!

## II. Instrumen Penilaian

Please make a good paragraph! Don't forget to give five sentences using simple future tense depend on this picture!



## III. Pedoman Penilaian

### Penilaian

No.	Aspek yang dinilai	Skor
1	Ketepatan penggunaan Simple Future Tense (Grammar)	2- 3
2	Organizations	2- 3
3	Contain	2- 2
4	Mechanism and style	2- 2
	Skor maksimum	4- 10

Keterangan score:

1. Grammar:
  - Sangat baik = 3
  - Baik = 2
  - Kurang baik = 1
2. Organizations:
  4. Sangat baik = 3
  5. Baik = 2
  6. Kurang baik = 1
3. Contain:
  3. Sangat baik = 2
  4. Kurang baik = 1
4. Mechanism and style:
  3. Sangat baik = 2
  4. Kurang baik = 1

Mengetahui,

13 Februari 2016

Guru Mapel Bahasa Inggris,

Peneliti,

**Libasut Taqwa, S.Pd.**

**Nandhifatul Harisah**

NIP:

NIM: 123411081



**Students are composing their Writing Picture Game**



### Observation Score at the First Cycle

No	Indicators	Poor (0-20%)	Fair (21-40%)	Average (41-60%)	Good (61-80%)	Excellent (80-100%)	Total Score
		1	2	3	4	5	
1	Paying Attention			V			3
2	Being Enthusiastic			V			3
3	Asking Question		V				3
4	Responding to the Question		V				2
5	Making effort to solve problem			V			2
6	Accomplishing task				V		4
	<b>Total Score</b>	<b>0</b>	<b>4</b>	<b>9</b>	<b>4</b>	<b>0</b>	<b>15</b>

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{15}{30} \times 100\%$$

$$\text{Score} = 50\%$$

# **SECOND CYCLE**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : SMK MA'ARIF NU 01 MIJEN  
SEMARANG

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : XI / 2

**Alokasi Waktu** : 1 x 90 menit ( 2x pertemuan )

**Topik Pembelajaran** : Future Tense

**Pertemuan Ke** : Cycle II

### A. Standar Kompetensi

Memahami bagaimana cara berkomunikasi dengan Bahasa Inggris setara *Level Elementary*

### B. Kompetensi Dasar

2.4 Memahami dan Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang

### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"><li>Mengidentifikasi pola <i>Simple Future Tense</i> dalam konteks ungkapan</li></ul>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa

<p>untuk mengemukakan kegiatan di masa datang dengan benar.</p> <ul style="list-style-type: none"> <li>• Membuat paragraph dengan pola <i>Simple Future Tense</i> untuk mengemukakan kegiatan di masa datang dengan benar.</li> </ul>	<p>ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri.</p>
---	--

**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin).
- Orientasi ke masa depan (punya perspektif untuk masa depan)

**D. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

Mengidentifikasi pola dalam *Simple Future Tense* dalam konteks kegiatan sehari-hari diperagakan dan dijawab dengan benar.

**E. Materi Pokok**

**BE GOING TO**

When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past she/he has made a plan or decision to do it), only be going to ts udes.

Example:

A: Why did you buy this paint?	Speaker B has made a prior plan. She decided to paint her bedroom last week. She intends to paint her bedroom tomorrow
B: I'm going to paint my bedroom tomorrow	

### **“Simple Future Tense”**

Simple Future tense has a formula. The formula is make simple present different with other tenses.

The Formula:

(+) S + Will + V + O + Time signal

(-) S + Will + Not + V + O + Time signal

(?) Will + S + V + O + Time signal +?

For examples:

a) Positive sentences:

- I will go to Jakarta tomorrow
- You will go to Jakarta tomorrow
- We will go to Jakarta tomorrow
- They will go to Jakarta tomorrow
- She will go to Jakarta tomorrow
- He will go to Jakarta tomorrow

b) Negative sentences

- I will not go to Jakarta tomorrow
- You will not go to Jakarta tomorrow
- We will not go to Jakarta tomorrow
- They will not go to Jakarta tomorrow
- She will not go to Jakarta tomorrow
- He will not go to Jakarta tomorrow

c) Interrogative sentence

- Will I go to Jakarta tomorrow?
- Will you go to Jakarta tomorrow?
- Will we go to Jakarta tomorrow?
- Will they go to Jakarta tomorrow?
- Will she go to Jakarta tomorrow?
- Will he go to Jakarta tomorrow?

**F. Metode Pembelajaran/Teknik**

- Writing Picture Game
- Group Discussion

**G. Langkah-langkah Kegiatan Pembelajaran**

**1. Kegiatan Awal (10')**

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

- Mengaitkan materi/ kompetensi yang akan dipelajari dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

## **2. Kegiatan Inti (70')**

### ***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus dengan menceritakan planning yang akan dilakukan oleh guru tersebut di masa depan dengan menggunakan sebuah gambar
- Meminta siswa untuk menyampaikan planning mereka di masa depan secara lisan
- Memberikan stimulus berupa pemberian materi Simple Future Tense.
- Memberikan kesempatan pada peserta didik untuk memberi contoh mengenai Simple Future Tense secara tertulis.

### ***Elaborasi***

Dalam kegiatan elaborasi guru:

- Membagi siswa kedalam empat kelompok
- Memberikan penjelasan tentang instruksi pada pemberian tugas secara lisan



- Membagikan soal dan lembar jawaban kepada siswa
- Memfasilitasi siswa melalui pemberian tugas untuk dikerjakan secara kelompok dengan menggunakan Writing Picture Game yang telah dibagi
- Membiasakan siswa membuat paragraf dengan menggunakan Simple Future Tense

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Memberikan konfirmasi kepada siswa yang mampu mengerjakan tugas paling cepat untuk mendapatkan klarifikasi atas pekerjaannya secara langsung.
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi Simple Future Tense.

### 3. Kegiatan Akhir (10')

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Simple Future Tense.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## H. Sumber/Bahan/Alat

- Buku “ENGLISH FOR BANKING”
- Buku “English Grammar”
- Buku “Grammar Game”
- Buku “Understanding and Using English Grammar

## I. Penilaian

### 1. Indikator, Teknik, Bentuk, dan Contoh.

Indikator	Teknik	Bentuk	Contoh
Memahami cara membuat paragraph dengan menggunakan	Tes Tertulis	Essay	Please make a good paragraph! Don't forget to give five sentences using

Simple Future Tense dengan baik			simple future tense on your paragraph!
---------------------------------	--	--	--

- **Instrumen Penilaian**

Please make a good paragraph! Don't forget to give five sentences using simple future tense depend on this picture!



## 2. Pedoman Penilaian

### Penilaian

No.	Aspek yang dinilai	Skor
1	Ketepatan penggunaan Simple Future Tense (Grammar)	3- 3
2	Organizations	3- 3
3	Contain	3- 2

4	Mechanism and style	3- 2
	Skor maksimum	4- 10

Keterangan score:

1. Grammar:

- Sangat baik = 3
- Baik = 2
- Kurang baik = 1

2. Organizations:

- Sangat baik = 3
- Baik = 2
- Kurang baik = 1

3. Contain:

- Sangat baik = 2
- Kurang baik = 1

4. Mechanism and style:

- Sangat baik = 2
- Kurang baik = 1

Mengetahui,

27 Februari 2016

Guru Mapel Bahasa Inggris,

Peneliti,

**Libasut Taqwa, S.Pd.**

**Nandhifatul Harisah**

NIP:

NIM: 123411081

## Students are composing their Writing Picture Game



### Observation Score at the Second Cycle

No	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying Attention					V	5
2	Being Enthusiastic			V			3
3	Asking Question				V		4
4	Responding to the Question				V		4
5	Making effort to solve problem				V		4
6	Accomplishing task			V			3
	Total Score	0	0	6	12	5	23

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{23}{30} \times 100\%$$

$$\text{Score} = 77\%$$



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

Nomor : Un.10.03/D1/TL.00./0449/2016

Semarang, 29 Januari 2016

Lamp : -

Hal : **Mohon Izin Riset**

A.n. : Nandhifatul Harisah  
NIM : 123411081

Kepada Yth.:  
Kepala SMK Ma'arif NU 01 Semarang  
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Nandhifatul Harisah  
NIM : 123411081  
Alamat : Dk. Kiyongsari RT 30 RW 07 Kec. Mlonggo Kab. Jepara  
Judul Skripsi : *"The Use of Writing Picture Game to Improve Students' Understanding on Simple Future Tense (Classroom Action Research at Eleventh Grade of SMK Ma'arif NU 01 Semarang in Academic Year of 2015/2016)."*  
Pembimbing : Sayyidatul Fadlillah, M. Pd.

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama satu bulan, pada tanggal 30 Januari 2016 sampai dengan tanggal 29 Februari 2016. Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.  
Wassalamu'alaikum Wr. Wb.

A.n. Dekan,  
Fakultas Keguruan dan Ilmu Pendidikan  
Bidang Akademik  
  
Dr. H. H. H. Syukur, M. Ag  
NIP. 19681212 199403 1 003

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang





LEMBAGA PENDIDIKAN MA'ARIF NU  
SEKOLAH MENENGAH KEJURUAN (SMK)  
MA'ARIF NU 1 SEMARANG  
Alamat : Komplek Masjid Kasumiri Nurussalam Wonolopo Mijen Semarang  
☎ (024) 7667 3437

---

**SURAT KETERANGAN**

Nomor : 104/KET/SMKNU1/IV/2016

Yang bertandatangan dibawah ini :

Nama : Muhamad Ichrom, S.H.I, M.S.I  
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa Program S1 Fakultas Ilmu Tarbiyah dan Keguruan (FITK)  
UIN Walisongo Semarang, yang tersebut dibawah ini :

Nama : Nadhifatul Harisah  
NIM : 123411081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : *The Use of Writing Picture Game to Improve Student' Understanding on  
Simple Future Tense ( Classroom Action Research at Eleventh Grade of  
SMK Ma'arif NU 1 Semarang in Academic Year of 2015/2016)*

Telah selesai melaksanakan praktek kerja/penelitian di SMK Ma'arif NU 1 Semarang pada  
tanggal 30 Januari 2016 sampai dengan tanggal 29 Februari 2016 2016.

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan dengan semestinya.

Semarang, 12 April 2016

Kepala SMK Ma'arif NU 1 Semarang



Muhamad Ichrom, S.H.I, M.S.I



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : in.06.03/J2/PP.00.9/4676/2015 Semarang, 12 November 2015  
Lamp : -  
Hal : **Penunjukkan Pembimbing Skripsi**

Kepada Yth:  
Sayyidatul Fadlilah, M. Pd

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Nandhifatul Harisah

NIM : 123411081

Judul : **"The Use of Writing Picture Game to Improve Student's Understanding on Simple Present (Classroom Action Reseach at eleventh grade of SMK Ma'arif NU 01 Semarang in Academic Year of 2015/2016)."**

Dan menunjuk saudara:

Sayyidatul Fadlilah, M. Pd

(sebagai pembimbing I)

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.  
Wassalamualaikum Wr. Wb.



Sekretaris Pendidikan Bahasa Inggris

Sayyidatul Fadlilah, M. Pd

NIP.19810908 200710 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

## CURRICULUM VITAE



Name : Nandhifatul Harisah  
Date of Birth : Jepara, September 04, 1993  
Student Number : 123411081  
Address : Ds. Sekuro 007/030, Kec. Mlonggo, Kab.  
Jepara  
Email : nandharis@yahoo.com  
Phone : 085741327124

### Background of Education:

1. SDN Sekuro 05
2. MTs NU BANAT KUDUS
3. MA NU BANAT KUDUS
4. UIN WALISONGO Semarang

Semarang, June 9 2016  
The Researcher,

Nandhifatul Harisah  
123411081