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**A CORRELATIONAL STUDY BETWEEN STUDENTS'  
UNDERSTANDING OF FUTURE TENSE AND WRITING  
ABILITY AT THE ELEVENTH GRADE  
OF SMAN 2 KUOK**



UIN SUSKA RIAU

BY

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Thesis

**Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd)**

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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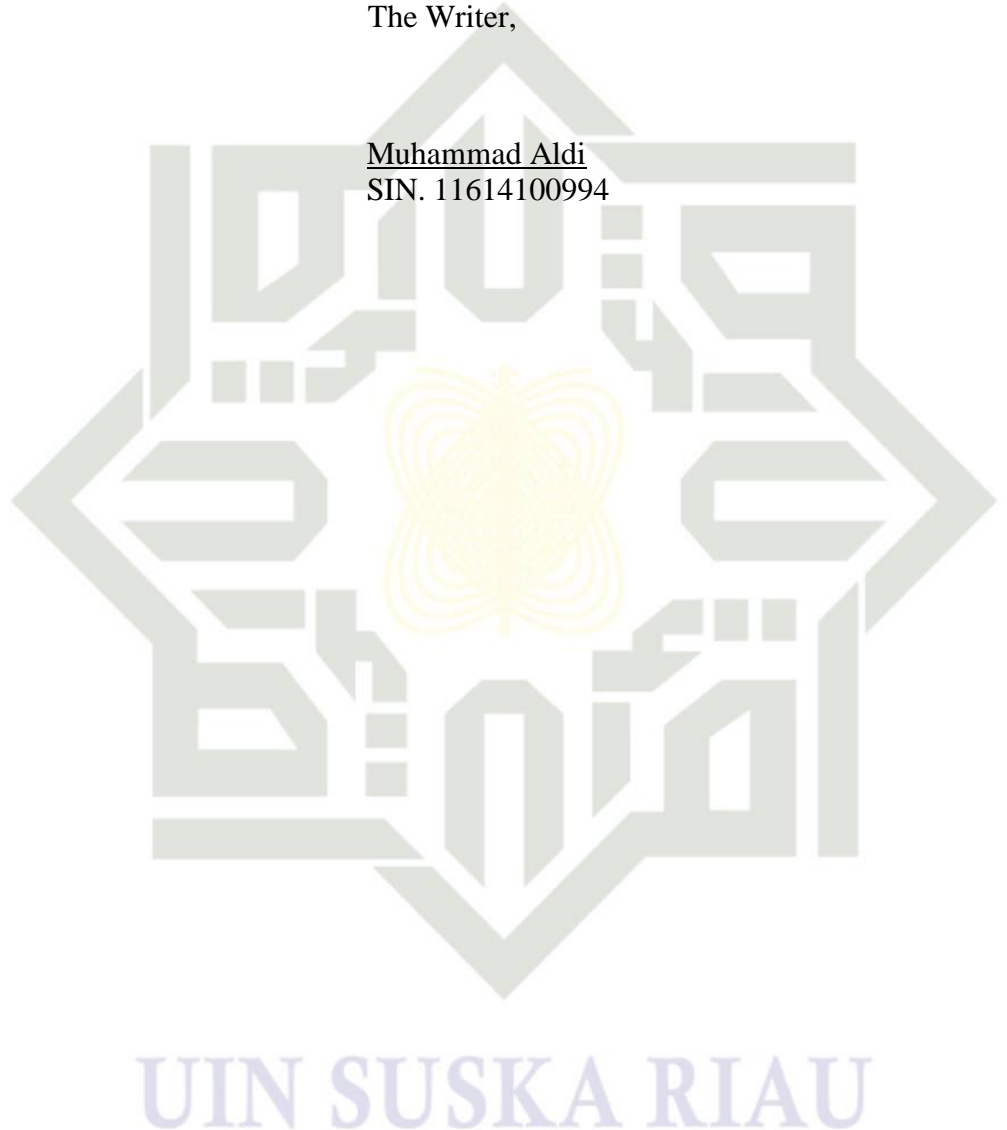
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Pekanbaru, 24<sup>th</sup> September 2021

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## ABSTRACT

**Muhammad Aldi (2021): A Correlational Study between Students Understanding of Future Tense and Writing Ability at Eleventh Grade of SMAN 2 Kuok.**

Language learning is learning that learns language as a communication tool which consists of four skills, including listening, speaking, reading, and writing. Important aspects of students' writing skills are content, organization, vocabulary, and grammar. The purpose of this study was to test whether there is a significant correlation between understanding of the future tense and writing skills of eleventh graders of SMAN 2 Kuok. This research was a correlational study that was conducted on September 15, 2021, using a quantitative approach. The research sample consisted of 30 students obtained by using a random sampling technique. At the data collection stage, the writer applied two tests to measure the students' grammatical competence and writing skills. The completion item test was used to determine the students' grammatical skills and the writing test was used to determine the students' writing skills. To find out the correlation between students' understanding of the future tense and writing skills, an analysis was carried out using Pearson Product Moment in SPSS 21.0. The results of the study found 0.000b. smaller than 0.05 ( $\text{sig-t} < 0.05$ ) for sig.value. Results. sign. (2-tails) is 0.02. Based on the overall analysis, it is concluded that there is a significant correlation between understanding the future tense and the writing skills of XI grade students of SMAN 2 Kuok.

## ABSTRAK

**Muhammad Aldi (2021): Studi Hubungan Pemahaman Future Tense dengan Kemampuan Menulis Siswa Kelas XI SMAN 2 Kuok.**

Tujuan dari penelitian ini adalah untuk menguji apakah ada hubungan yang signifikan antara pemahaman *future tense* siswa dengan kemampuan menulis mereka pada siswa kelas sebelas SMAN 2 Kuok. Sampel berjumlah 30 siswa dan dipilih menggunakan teknik *random sampling*. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian korelasional. Dalam proses pengumpulan data, penulis menggunakan dua tes untuk mengukur kompetensi tata bahasa dan kemampuan menulis siswa, yaitu tes grammar (tata bahasa) dengan menggunakan *completion items* dan tes menulis dengan meminta sampel untuk menulis teks. Untuk mengetahui hubungan antara pemahaman *future tense* siswa dan kemampuan menulis penulis menganalisis dengan menggunakan *Pearson Product Moment* di SPSS 21.0. Hasil penelitian ini menunjukkan nilai sig.value sebesar 0,000b. kecil dari 0,05 ( $\text{sig-t} < 0,05$ ). Hasil . tandanya. (2-tailed) adalah 0,02, maka dapat disimpulkan bahwa,  $H_0$  ditolak dan  $H_a$  diterima. Berdasarkan keseluruhan analisis di atas, hipotesis  $H_a$  diterima dan  $H_0$  ditolak. Jadi, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara Pemahaman *Future Tense* dengan Kemampuan Menulis Siswa Kelas XI SMAN 2 Kuok.

## ملخص

محمد ألدی، (٢٠٢١): دراسة علاقة الكفاءة النحوية ومهارة الكتابة لتلاميذ الفصل الحادي عشر في المدرسة الثانوية الحكومية ٢ كوك

الغرض من هذا البحث هو اختبار ما إذا كانت هناك علاقة هامة بين الكفاءة النحوية (قواعد اللغة) للتلاميذ ومهارة كتابتهم في الفصل الحادي عشر من المدرسة الثانوية الحكومية ٢ كوك. بلغت العينة ٣٠ تلميذا وتم اختيارهم باستخدام تقنية أخذ العينات العشوائية. يستخدم هذا البحث المنهج الكمي ونوعه بحث ارتباطي. في عملية جمع البيانات، استخدم الباحث اختبارين لقياس كفاءة قواعد اللغة ومهارة الكتابة للتلاميذ، وهما اختبار النحو باستخدام عناصر الإكمال واختبار الكتابة بطلب العينة لكتابة النص. لمعرفة العلاقة بين الكفاءة النحوية للتلاميذ ومهارة كتابتهم، حللها الباحث باستخدام لحظة المنتج لبيرسون في برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٢. تشير نتائج هذا البحث إلى قيمة سيج بقدر  $b_{0.000}$  أصغر من  $0.05$  (سيج)  $> 0.05$ . النتائج إشارتها (٢-الذيل) هي  $0.02$ ، ويمكن الاستنتاج أن الفرضية المبدئية مرفوضة والفرضية البديلة مقبولة. بناء على التحليل العام السابق، الفرضية المبدئية مرفوضة والفرضية البديلة مقبولة. لذلك، يمكن الاستنتاج أن هناك علاقة هامة بين الكفاءة النحوية ومهارة الكتابة لتلاميذ الفصل الحادي عشر في المدرسة الثانوية الحكومية ٢ كوك.

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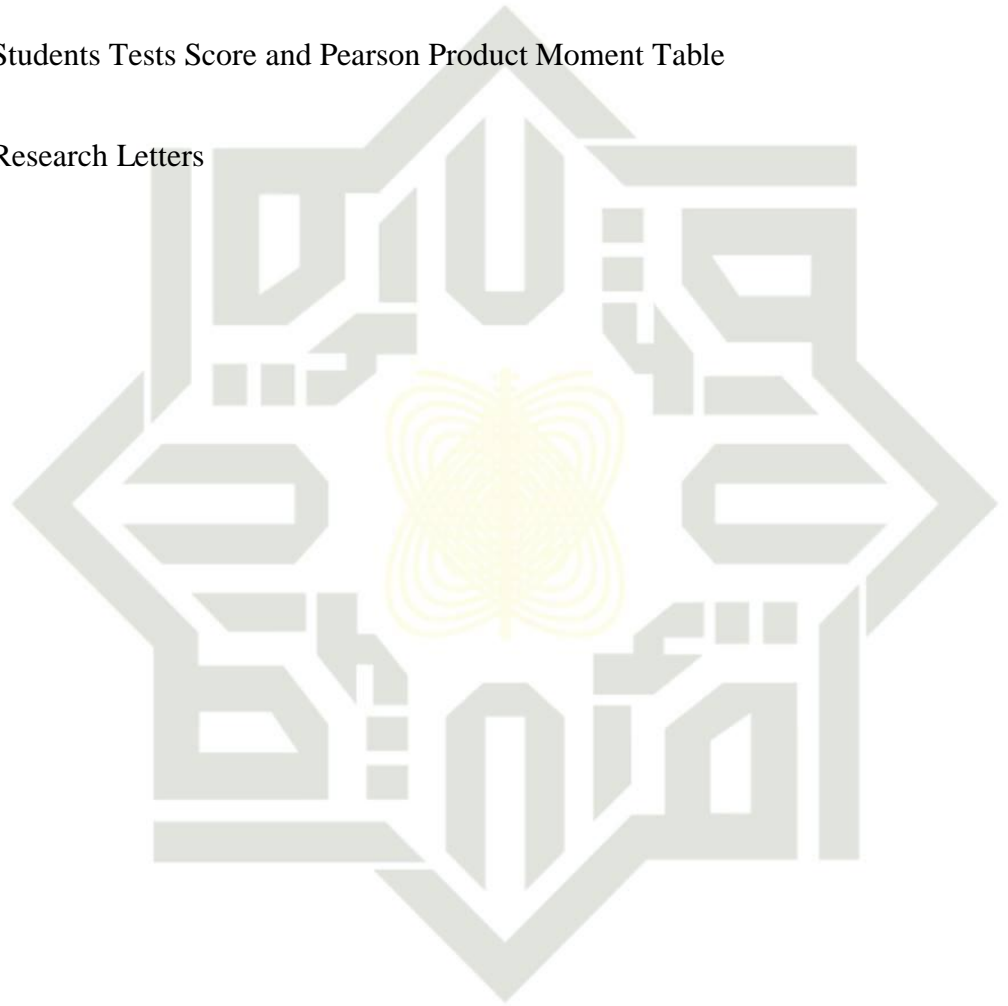


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- Appendix 1** Students Answer of Writing and Grammar Test
- Appendix 2** Syllabus of English Study for Eleventh Grade of SMAN 2 Kuok
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UIN SUSKA RIAU

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language learning is learning how to use language as communication through four skills that are listening, speaking, reading and writing. Writing which is not gained from natural process like speaking and listening is a unique skill which needs special way to master it. To lead the written product, the writer goes through the process of prewriting, drafting, revising, and editing. Then, to create a final writing well, there are some aspects which have to be considered. Many experts have defined those aspects (Brown, 2000). Furthermore, there are some important aspects in students' writing ability covering content, organization (cohesive, coherence, etc), vocabulary, grammar (language use/25 tenses), and mechanics (punctuation, spelling, etc). Concisely, writing ability can be defined as the skill to put the ideas into good writing product using certain symbols which passes planning, writing, editing, revising, and rewriting step by considering the important aspects that are content, organization, vocabulary, grammar, and mechanics (Genesee & Upshur, 1997).

Understanding of future tense in writing will help writers to develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully and appropriately to intended readers (Celce-Murcia, 2001). However, no matter how good the students in English, they still need to learn how to transfer their knowledge of future tense from spoken to written language.

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According to Chomsky in the 1960s grammatical competence refers to the implicit knowledge of structural regularities of language in the mind and the ability to recognize and produce these distinctive grammatical structures (Ráhka, 2013).

Realizing that understanding of future tense is inescapable in writing process, people, especially teachers, could encourage the students to examine grammatical errors in their own writing for example writing a intended or expected future action. One of the part is understanding of future tense. Tenses is a verb form that implies time associated with the act, event or events expressed in the sentence (Kardimin, 2010). Simple future applies an action to take place at some definite future time criteria for judging good writing are: organization, unity, coherence, conciseness, clarity, grammar, punctuation, spelling and usage (Celce-Muria & Freeman, 1999).

Written language means the representation of a language by writing system. Writing itself is a method of representing language in visual form through the signs and symbols. In writing activity, writers communicate with readers in written form. Thus, in order to build a good written communication, a good grammatical structure is needed (Olshtain, 1991). Writing skill is more complex and difficult than the other skills which not only require the mastery of linguistic competence such as grammar, vocabulary, pronunciation, punctuation, intonation, etc but also it requires the conceptual judgment.

Based on the description above, the writer assumes that grammar is one of language components which take a role in writing ability. Having strong skills in

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writing and grammar, it allows writers to deliver their message to their readers in a clear and understandable way. On the contrary, writing in grammatical incorrect manner is only confusing the readers.

Sekolah Menengah Atas Negeri 2 Kuok is one of senior high school in Kuok. As a state school institution, this school certainly teach English lesson to their students and of course listening skill. This school uses Curriculum 2013 to teach their students. In this curriculum there are several competencies for learning English that must have by students. Based on the National Standard Educational Council (BSNP) for the 2013 curriculum, listening comprehension is one of English competence should be mastered by students (KEMENDIKBUD, 2013).

Most of previous researchers have reported about the analysis about future tenses in students' writing (Sawitri, 2017). Another research is about students' writing ability in Taiwan (Huang, 2011). The research above as conducted either in the foreign country or focused on different type of grammar tenses. So it is clear that students have faced some problems on understanding of future tense. It can be assumed that there are limited researchers investigating the understanding of future tense or in Indonesia especially Kampar.

In preliminary study writer did on April 2020 in SMAN 2 Kuok, according to their scores almost of students it is clear that still have problem in English lesson. Their understanding of future tense and writing ability are still very far from the expectation of curriculum. Most of the students are lack of knowledge and unable to write in correct grammar structure of future tense, it is can be proven from their writing score, almost of them is still under the minimum of

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students' passing grade. The minimum of students' passing grade in this school for Grammar for eleventh grade is 65. Most problems appear in learning English is about comprehending the grammar rules and the difficulties to write. Besides, the difficulties arise from the nature of the system itself and from the differences between English and students' native language. The students cannot write well if they do not have a good understanding of future tense. It happens because they said they have lack of confidence that make them feel hard to write. Besides, the students sometimes get stuck to develop the topic in their writing. On the contrary, the students who have good understanding of future tense, they could be more confident than those who are not, because they know how to make good and proper text about future tense.

The writer tried to find the correlation between variable x which is understanding of future tense and variable y writing ability. But unlikely there are some problems that face by students. Based on observation at the eleventh grade of MAN 2 Kuok the writer found following phenomenas:

1. Some students are not able to write English grammatically
2. The students are not able to select correct vocabulary
3. Many of students do not have good understanding of future tense in writing but few of student understanding of future tense are good.

Based on the description above, this is indicated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton, 1988). The writer conducted an investigation on the correlation

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between understanding of future tense and writing ability.

By using that reasons, the writer is intended to investigate the problems above into a research entitled: **"A Correlation Study between Students' Understanding of Future Tense and Writing Ability at the Eleventh Grade of SMAN 2 Kuok"**

## **B. Problem of the Study**

### **1. Identification of the Problem**

The researcher found that many of the students of the Eleventh Grade students of SMAN 2 Kuok still struggle in writing effectively nor correctly, according to their test scores almost of students it is clear that still have problem in English lesson. Their understanding of future tense and writing ability are still very far from the expectation of curriculum. It is can be proven from their writing score, almost of them is still under the minimum of students' passing grade. Furthermore, most of the students are unable to comprehend how to write with correct grammar structure and also lack of knowledge about grammar structure.

### **2. Limitation of the Study**

As the topic suggests, this study is conducted to prove whether or not there is significant systematic relations between understanding of future tense and the ability in writing. Therefore, this study is limited to analyze the correlation between understanding of future tense and writing ability in simple future tense at eleventh grade of SMAN 2 Kuok.

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### 3. Formulation of the Problem

In order to make systematic approach to solve the problem, the writer conducted the research on the correlation between understanding of future tense and writing ability can be formulated as:

1. How is students' understanding of future tense at the eleventh grade of SMAN 2 Kuok?
2. How is students' writing ability at eleventh the grade of SMAN 2 Kuok?
3. Is there any significant correlation between students' understanding of future tense and their writing ability?

### C. Objective and Significance of the Study

#### 1. Objective of the Study

- a. To know the students' understanding of future tense at the eleventh grade of SMAN 2 Kuok.
- b. To know the students writing ability at the eleventh grade of SMAN 2 Kuok.
- c. To know whether there is or not a significant correlation between students' understanding of future tense and students' writing ability at the eleventh grade of SMAN 2 Kuok.

#### 2. Significance of the Study

The study is expected to give some contributions to English language teaching and learning.

To give experience for the writer as a beginner in research, especially in learning how to conduct a research;

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This research finding is expected to be useful and valuable, especially for students and English teacher at SMAN 2 Kuok to be consideration for their future in learning process, generally as appropriate guidance to decrease the students' problem in constructing past continuous tense;

This research finding is also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English;

Finally, this research is also expected to be the practical and theoretical information and development of theories on language teaching.

#### D. Definition of the Term

There are so many terms involved in this research, thus, to avoid misunderstanding on the terms used the following terms are necessarily defined as follows:

##### 1. Future Tense

Future tense is a verb form that generally marks the events described by the verb as not happening yet, but expected to happen in the future (Lado, 2008) While in this research the writer was focused on future tense especially simple future tense. Which mean a form of verb that express an act or event that will, expected or probably happen in the future.

##### Writing Ability

Writing ability can be defined as the skill to put the ideas into good writing product using certain symbols which passes planning, writing, editing, revising, and rewriting step by considering the important aspects that are content,



organization, vocabulary, grammar, and mechanics (Genesee & Upshur, 1997).

However, in this research writing ability is referring to the students' skills in creating of writing work.

#### E. Reasons for Choosing the Title

1. The title of this research is relevant with the writer's status as a student of English Education Department.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of this research facilitates the writer in conducting this research.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Grammar

##### 1. Definition of Grammar

In the context of education especially in the learning and teaching of a foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system which students should acquire. Knowing grammar means understanding what the text means correctly. The word grammar means the sort of thing they learned in English class or in other language classes, when they were taught about subjects and predicates and part of speech (Stewart & Vaillette, 2001). That indicates the students were taught about the rules of target language in their school. They learn about it because the teacher aware that as foreign language learners, students should know about the language rules that native speaker use as a communication tool. Students commonly do not realize that when they express themselves through writing or speaking, what they write or speak have its patterns and they keep subconsciously applying the patterns in their communication.

Grammar gives language users the control of expression and communication in everyday life. Grammar deals with the form of sentences and smaller units such as clauses, phrases and words (Huddleston & Pullum, 2010). Mastery over words helps speakers to communicate their emotions and purpose more effectively. Otherwise, communication can sound like a toddler getting

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frustrated because he or she does not have many words to express his or her thoughts well. Moreover, grammar also gives effect in written communication. Written communication skills with grammatical precision evince professionalism. Employing inappropriate grammar in a written communication in a letter or email such as using "LOL" or flawed subject-verb agreement like "we was" = makes the message less effective because the errors will distract from the intent. Understanding basic principle of word, sentence and paragraph structures bestows writers with the flexibility to plan how they communicate a message, from a simple text to a presentation. If people cannot successfully speak or write to one another, they cannot share their thoughts to other people.

Furthermore, grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly (Peat, 2002). It means that, when people want to write something, they should know about grammar because it shows the meaning and relation with every single word that becomes a sentence. On the other hand, Real language use is often very untidy and cannot be automatically reduced to simple grammar patterns. Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It just means they have to be aware of language and how it is used (Harmer, 1991). From that statement means that the students should be aware about these rules that they learn as a target language, however, these enable them to communicate each other without creating misunderstanding and misinterpretation.

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In addition, there are three definitions of grammar. First, grammar is the system of rules in our heads. Second, Grammar is the formal description of the rules. And the third, grammar is the social implications of usage, sometimes called "linguistic etiquette" (Kolln & Funk, 2010). Grammar is the system of rules in our heads. It means that the study of grammar a lifetime of "knowing" how to produce sentences. This subconscious system of rules is your "language competence". It is important to recognize that these internalized rules vary from one language community to another. Grammar is the formal description of the rules. This definition refers to the branch of linguistic science concerned with the formal description of language, the subject matter of books like this one, which identify in an objective way the form and structure, the syntax of sentences. Grammar is the social implications of usage, sometimes called "linguistic etiquette". This definition could be called do's and don't's of usage, rather than grammar.

Considering those definitions and explanation, the writer shows that grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and written language to be organized. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure and cohesion.

## **2. Importance of Grammar**

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structures, such as the

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using of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language.

Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning (Ur, 1991). In addition, grammar is a name for the resources available to users of a language system for producing texts (Knapp & Watkins, 2005). A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning. A knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function". Therefore, to write or speak in a clearer and more effective manner, people have to study grammar.

For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

### 3. Grammar Test

The testing of grammar is one of the mainstays of language testing. A basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests have an important part in language program. As

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grammar tests are designed to measure student proficiency in matters ranging from inflections in syntax. Syntax involves the relationship of words in a sentence, including matters such a word order, use of the negative, question forms and connectives (Madsen, 1983).

Madsen presents two basic ways to measure the grammar skills of the beginning-level students:

##### a. Individual Testing

Individual testing is a test that designed for testing students individually by using oral test. These requests can ask for easy spoken replies or simply for nonverbal actions. This tests should use the familiar vocabulary in the test question as well as structures those students have been taught.

##### b. Group Testing

In group testing, the teacher gives the students test by using directed physical responses. First, the teacher explains and illustrates any new vocabulary words. Then, he or she asks the students to make a drawing according to teacher's spoken instruction.

Moreover, in testing grammar, there are also some types that could be used by the teacher to measure students' achievement in grammar subject. Therefore there are some of the most common types that used to test of the grammatical features of the language (Heaton, 1988). The types of the test such as a multiple-choice

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Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly.

a. Error correction

Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

b. Completion items

Completion items are items in which the testees are asked to fill in blanks in sentences. The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there will be some cases where the marker needs to make judgments about whether a response is correct.

c. Transformation items

The transformation type of item is extremely useful for testing ability to produce structures in the target language and helps to provide a balance when included in tests containing multiple-choice items.

d. Items involving the changing of words

Another type of item is one in which testees are given a sentence and a word which they need to fit into the sentence by changing the form of the word.

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This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

e. 'Broken sentence item'

This type of item tests the student's ability to write full sentence from series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class. When setting this item, make sure that the instructions are very clear indeed and provide one or two examples.

f. Pairing and matching items

This type of item usually consists of a short conversation; a stimulus in the form of a statement or question followed by a response often in the form of statement. The item is more useful for testing students' sensitivity and their awareness of the functions of language rather than their knowledge of grammar. Students are simply required to write the letter of the correct response in the space provided.

g. Combination items and Addition items

These objective-type items have long been used in past tests. They should use, sparingly, however, as they involve largely mechanical responses on the part of students. Note that although the separate sentences are linked to one another by theme, the items can hardly be described as being contextualized in any real way.

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#### 4. Future Tense

Future tense is a verb form that generally marks the events described by the verb as not happening yet, but expected to happen in the future (Lado, 2008). While in this research the writer was focused on future tense especially simple future tense, but there are some types of future tense (Azar, 2006).

##### a. Simple Future Tense

This tense generally use “will” and “be + going + to”. The auxiliary “will” is used to show a plan or when we decided will do something when we are speaking or writing. The auxiliary “going to” is used in talking or writing about intentions. An intention is a plan for future that you have already thought about.

- 1) It is used to state the event that will happen or done in the future, example:

- a) The sun will rise at 06.00 tomorrow.
- b) I will help you if you help me.
- c) Will it rain for Ramadhan?
- d) Lunch break today will be longer 10 minutes than usual.

- 2) It used to talking about intentions, example

- a) I’m going to work in travel agency when I leave college.
- b) Are you going to play football after school?
- c) My dad going to buy me a new bag if I pass the exam.



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**b. The Future Progressive Tense**

The future continuous or progressive refers to unfinished action that will be in progress at a time later than now. The future progressive is used for quite a few different purposes. The future progressive can be used to project ourselves into the future for predicting or guessing about the future events. And it can be used to refer to continuous events that we expect to happen in the future.

- 1) The future progressive used to project ourselves into the future, example:
  - a) Next month I will be visiting my friend in Bandung.
  - b) By the next holiday I will be playing football like a pro.
  - c) Next Monday he will be hiring me as secretary.
- 2) The future progressive used for predicting about future events, example:
  - a) I guess he will be feeling tired after working out.
  - b) I will be missing the sunlight once I'm back to Norway.
  - c) They will be coming to my home.
- 3) The future progressive used to refer continuous events that expected to happen in future, example:
  - a) When Rizky is in Pekanbaru, he will be staying with me.
  - b) I will be eating with Sinta this morning, so I can tell her.
  - c) Emma will be seeing Arif at the class tomorrow.

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### c. The Future Perfect Tense

This tense is the form of time that is used to state the event or activity that has finished done in the certain time in the future.

- 1) It is used to show event that happened or been done in the future, example:

- a) Ralph will have graduated from University by the year 2017. (+)
- b) Ralph will not have graduated from University by the year 2017. (-)
- c) Will Ralph have graduated from University by the year 2017? (?)

### d. The Future Perfect Progressive Tense

This tense is the form of time that is used to state the event or activity that has been being done or it happens in the certain time in the future when the other event happens.

- 1) It is used to show the event that will have done in the future and the event still continuous at that time, example:

- a) He will have been studying English for two years by the next month. (+)
- b) He will not have been studying English for two years by the next month. (-)
- c) Will He have been studying English for two years by the next month? (?)

## B. Writing

### 1. General Meaning of Writing

It can be said that writing is a crucial part in our global society. Through writing, we can learn a lot of things, from the simplest one such as how to make a glass of milkshake until how this earth is formed, for example. In short, writing plays a significance role in our life.

The statement above is from the writer's points of view. To the writer, in addition, writing also means as one of communication tools. Through writing, people can express their ideas, experiences, thoughts, and feelings. Moreover, through writing, people can communicate over long distance and period.

Writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more difficult for them to write in foreign language. Writing is the action that needs the some process such as thinking, writing, reading, correcting and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express (Oshima & Hogue, 2007). Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraph by using some grammatical rules.

Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading (Harmer, 2000). Furthermore, Writing is a process of synthesis. As you write, you used words and information to express your viewpoint in a

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coherent whole, an essay. But writing draws on intuition as well as reasoning, on sensation and emotion as well as fast and memory (Fowler, 2001).

There are five skills necessary for writing. They are 4 Language use: the ability to write correct and appropriate sentences (Heaton, 1988):

- a) Mechanical skills: the ability to use correctly those conventions peculiar to the written language;
- b) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- c) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- d) Judgment skills: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Based on the description above, the writer assumes that writing is the most difficult skill of language because there are many rules and aspects that should be considered by learners in order to the readers comprehend about the text.

## 2. Importance of Writing Skill

Undoubtedly, writing has become a prominent part in people's everyday life. In almost all aspects of life, writing in whatever form it be, is proved to be an effective way of communication. For example, people should understand about written works in their life such as simple notices at shopping centers, printed media such as newspaper and magazine; educational and scientific sources like

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books, journals, and encyclopedia, and literary works such as poem and novel. They show us that writing serves in any different forms and gives essential function in day-to-day activities. We can imagine how hard people carry out their duties without writing. Surely, there will be too much information untold and lots of knowledge will be left.

Moreover, as the societies grew larger and more industrialized, people need to be able to write and read well because it is very important for bureaucratic organizations to be successful. In other words, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is so much needed in the academic context. Besides, most jobs nowadays as well as future jobs will require writing skill; even to apply for a job, good writing skill is demanded.

Meanwhile in the smaller scope of education al setting, i.e. at schools, most of examinations require students to use their writing skill. Students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking. When students are trying to write, they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, good thinking, if being properly applied, gives rise to what so-called good writing.

The fact that writing skill clearly gives many advantages to people, it suggests that having good writing skill will give many benefits to them. In addition, being able to take part in today's information culture, writers can express

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themselves well through writing; they can communicate their ideas, thoughts, feelings, and experiences and at the same time, let it known by others.

This shows that writing is closely related to the society. To be successful in whatever field we are in, having writing skill is very much helpful. Thus, writing, especially in a foreign language is one skill which all teachers or educational practitioners should pay attention to.

### 3. Process of Writing

Teaching writing focuses not only on a product of writing itself but also on the process of writing. Writing process is a process which writer begins to write down their ideas on the paper which is valuable aid to the whole learning process. Oshima and Hogue state that the process of writing consists of four steps, those are: prewriting, organizing, writing a draft, and the last step are polishing the draft by editing and revising (Oshima & Hogue, 2007) The various processes of writing need various skills to meet the aims in a writing activity. The prewriting stage encourages the writers to generate ideas, which can happen in various ways, such as, reading a passage, conducting some research, brainstorming, listing, clustering, discussing a topic and free writing. Meanwhile, organizing and drafting stages are the core process of writing in which the actual writing activity happens. And the last step is polishing. Polishing is most successful if the writer do it in two steps are by editing and revising. Revision is needed to improve writing work, especially for improving books.

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On the other side, editing is needed to check on the smaller issues of grammar, punctuation, and mechanics. There are some techniques for editing (Frodesen, 2016).

- a. **Read-Aloud Technique:** many students find that slowly reading their drafts aloud to listen for errors can help them in making corrections. For shorter papers, some students who are of their error patterns read through the paper several times, listening for different kinds of errors each time.
- b. **Pointing to Words:** some writers use a pencil, pen, or finger to point to words one by one.
- c. **"Slow-Down" Techniques:** This involves reading a draft in some way that is in contrast to the normal linear process, such as starting with the last sentence in each paragraph and reading in reverse. Such a technique may help writers detect certain kinds of morphological errors such as missing plural endings, but would not work well for others, such as reference words or subject-verb agreement.
- d. **Word Processing Grammar Checkers:** Grammar checkers in word processors can flag certain kind of errors. As long as writers do not blindly follow the suggestions (since grammar checkers can often create errors rather than correct them if suggestion are taken indiscriminately), checkers can be helpful in getting writers to pay attention to potential errors. If students do not understand the suggested corrections, they should make the change.

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In addition, writing which is an activity that put something on a paper has three steps. First is "thinking" that involves choosing a subject, second is "doing" as known as drafting and the last is "doing again" that means revising (Kane, 1988).

From the explanation above, the writer concludes that writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing. Prewriting is anything the writers do before write a draft of their document. Drafting occurs when the writers put their ideas into sentences and paragraph. Revising is the key to effective writing because here the writers think more deeply about their readers' need and expectation. And the last is editing which means the process of checking for such things as grammar, mechanics and spelling. The last thing the writers should do before printing their work.

#### 4. Writing Simple Future Tense

This research was focused on grammatical competence especially in simple future tense, as the ability of students to write simple future tense was measured. The simple future tense refers to a time later than now, and expressed facts or certainly. The simple future is used in many ways, such as to predict a future event, to express a spontaneous decision, and to express willingness. There are two future forms used in most writing or conversations, by using "will" or "be going to". The difference between "will" and "be going to", "will" is used when the speaker or writer decided to do something at the time of speaking, to state a fact about the future, to make a promise and to make a prediction. Whereas "be

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going to” is used when the speaker or writer have already decided to do something or to make a future prediction based on facts or evidence (Murphy, 1985).

For using simple future tense in writing or conversation, there are some patterns or structures should be used, such as in “will” *S + will/shall + verb I + O/C* for affirmative form, *S + will/shall + not + verb I + O/C* for negative form and *will/shall + S + verb I + O/C + ?* for interrogative form. Also structures used in “be going to” such as *S + to be + going to + infinitive* for affirmative form, *S + to be + not + going to + infinitive* for negative form and *to be + S + going to + infinitive + ?* for interrogative form (Azar, 2006).

### 5. Writing Assessment

Evaluating students' performance is a crucial aspect of teaching. A formative process related to the planning, design, and teaching strategies. Assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedure is necessary to ensure that teaching is having the desired impact and that students are being judged fairly.

There are many kinds of writing tests. The reason for this is fairly simple: A wide variety of writing tests is needed to test the many kinds of writing task that we engage in. For one thing, there are usually distinct stages of instruction of writing, such as pre-writing, guided writing, and free writing. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated; mechanics (including spelling and punctuation), vocabulary, grammar

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appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic and occasion); as well as sophisticated concerns such as logic and style (Madsen, 1983).

There are some methods that used in scoring writing test and each of them has its own advantages and disadvantages (Hyland, 2003). Scoring guides, called "rubrics", are used to aid raters by providing bands of descriptions corresponding to particular proficiency or rhetorical criteria. Rubrics are designed to suit different contexts and seek to reflect the goals of the course and what its teachers value as "good writing". Rubrics need to be carefully written to avoid over reliance on ambiguously subjective terms, but tend to fall back on such description as "fairly", "quite", and "reasonably" to describe writing features in intermediate bands. The most familiar rubrics that used by teacher to assess students writing are holistic scoring and analytic scoring methods.

- A holistic scale is based on a single, integrated score of writing behavior. This method aims to rate a writer's overall proficiency through an individual impression of the quality of a writing sample (Hyland, 2003).

**Table II.1**  
**Advantages and disadvantages of holistic scoring**

Advantages	Disadvantages
Global impression not a single ability.	Provides no diagnostic information.
Emphasis on achievement not deficiencies.	Emphasis on achievement not deficiencies.
Emphasis on achievement not deficiencies.	Smooths out different abilities in subskills.

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Encourages rater discussion and agreement.	<p>Raters may overlook subskills. Penalizes attempts to use challenging forms.</p> <p>Longer essays may get higher scores.</p> <p>One score reduces reliability.</p> <p>May confuse writing ability with language proficiency.</p>
--	--

- Analytic scoring procedures require readers to judge a text against a set of criteria seen as important to good writing. Analytic scoring more clearly defines the features to be assessed by separating, and sometimes weighting, individual components and is therefore more effective in discriminating between weaker texts. Widely, used rubrics have separate scales for content, organizations, and grammar, with vocabulary and mechanics sometimes added separately, and these are assigned a numerical value. Appendix provides an example of analytic scoring method.

**Table II.2**  
**Advantages and disadvantages of analytic scoring**

Advantages	Disadvantages
Encourages raters to address the same features	May divert attention from overall essay effect
Allows more diagnostic reporting Assists reliability as candidate gets several scores	Rating one scale may influence others
Detailed criteria allow easier rater training	Very time consuming compared with holistic method
Prevents conflation of categories into one	Writing is more than simply the sum of its parts
Allows teachers to prioritize specific aspects	Favors essays where scalable info easily extracted
	Descriptors may overlap or ambiguous

## C. Grammar and Writing

In the area of English as a foreign language learning, writing has been the most difficult and complex skill to acquire. It is normal if the process of teaching and learning in the classroom reflects that written cycle should be given after the spoken cycle has been done. The assumption that the students are ready to write is after they have prepared with a certain amount of vocabulary or words so that they can arrange the words into sentences that represent the purpose of communication. Besides, it is in line with the reason that they have had it in mind and they have practiced it when they are doing the spoken cycle. Thus, when they have to write, they can communicate and develop their ideas through their writing.

Moreover, this also implies that in order to master the four language skills i.e., listening, speaking, reading, and writing, mastering language components is a must. That is why the teaching of language components, namely grammar, vocabulary, and sound system (pronunciation, intonation, etc) should be targeted as much as possible to enhance the mastery of language skills.

Again, the writer here would like to point out that in order to be able to write well, meaning that we can convey our ideas and opinions to the readers well without leaving misunderstanding and misinterpretation. In some way, this indicates the relation between grammar and writing does exist. In the second language writing classroom, grammar is a source to make effective communication. But, it does not mean all kinds of grammar instruction are useful in the EFL/ESL class, the students will automatically be able to transform input

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received through explicit grammar instruction into productive output (Murcia, 2001).

Meanwhile, concerning the nature of written communication, sometimes, it is fine to use ungrammatical expression since clarifications and repetition are possible (Harmer, 2000). Besides, spoken communication is usually supported by its context such as the speakers' tone, gestures, and facial expression so that saying everything in an exact grammatical way is unnecessary. In written communication, however, the case is different. The readers are totally dependent upon what they read without being able to ask something weird or confusing they come across in a piece of written work.

Hence, grammar and writing, however, are dependent each other. The writing teachers need to be aware in making decision about grammar in the writing classroom. Nevertheless, it seems that, in some form, the role of grammar remains as an essential component of effective written communication.

#### **D. Relevant Research**

Several studies were conducted by some experts about grammar knowledge and writing skill. Moreover, the researcher made a correlation between the both of it. And the research findings of them can be elaborated briefly to give foundation and support for this research.

1. The study entitled "The Grammar Competence on Five Basic Tense at the Eight Year Students of Junior High School 5 Palopo". It had written by Eti Ratna Sawitri from IAIN Palopo. This thesis deals with the grammar competence of five basic tense at the eight year students of Junior High

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School 5 Palopo. With simple future tense was also included in this research. The research applied sampling technique with the total of 142 eight year students as population and 58 of them were taken as samples. The researcher used test sentence practice and applied descriptive method.

The objectives found that the students of Junior High School 5 Palopo had low competence on five basic tenses, it showed the mean score of the students' grammar competence on five basic tenses that was 64,65%. 8 students (13,8%) who got excellent and 18 students (31%) who got average score (Sawitri, 2017).

2. The study entitled "A Case Study – Does EFL Students' Grammatical Ability Account for Writing Ability?" was conducted by Yun Hsuan Huang from Department of Applied Foreign Languages, Chia-Nan University of Pharmacy and Science, Tainan, Taiwan. The objective of this study is to examine whether grammar instruction could promote the students' grammatical ability, thereby further helping their writing. In this study, the tests are divided into grammar subset and writing subset. The research was administered to ten senior high school students in a lower-intermediate English class at a cram school in Southern Taiwan.

The research findings implied that there was no strong relationship between the knowledge of grammar and usage that means the ability in writing among lower-intermediate learners. From her research, it was found that statistically, grammar mastery has no strong effect for making a good writing. This is because there are some other factors such as about the quality

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and quantity of test takers and test items, the instruction in writing test that should more informative, and then about the rubric for the writing test itself (Huang, 2011).

3. Zaiyana Putri in her thesis written under the title, "The Correlation between Grammar Mastery and Writing Ability". This study aims to reveal whether there is a correlation between grammar mastery and writing ability. To achieve the objective of the study, the researcher conducted a field research using two sets of test consisting of grammar and writing. The subjects of this research were second grade students of SMA Negeri 1 Bandar Baru. There were 247 students and 32 of them were taken for samples. With the intention of drawing representative sample, simple random sampling was applied.

The data of this research were students' score on both tests. Since this research was a correlational one, Pearson Product Moment correlation formula was used in analyzed the data because the number of the samples was more than 30. Since the result of t-test is 18.51 which is higher than t-distribution ( $18.51 > 2.042$ ), this proves that there is a significant correlation between students grammar mastery and writing ability.

Those previous studies above used as references for the researcher in comparing between those relevant studies with the study conducted by the researcher this time. This study was the correlation between grammar knowledge and writing ability. Some differences appeared between this study and previous study were obviously the method of the study. Moreover, the differences also found for the types of tenses, data collection and sample of research. It is different



with this research; in this research the data got from doing the test but only one test. The researcher did grammar test and writing test. The sample was 30 students that took from one class.

Although there are a lot of differences, those previous studies has a similar in the objectives with this research. The objective from the previous researches and this research is to know the relationship between grammar and writing ability.

### E. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding, It should be interpreted into particular words in order to make it easy to measure. In this research there are two variables: understanding of future tense as (x) variable and writing ability as (y) variable. To measure each variable the writer will identify them in some indicator as follows:

#### a. The indicators of understanding of future tense

The Indicator of Understanding of Simple Future Tense (Nunan, 2003)

- 1) The students are able to identify the appropriate verb form for first singular and plural person as subject.
- 2) The students are able to identify the appropriate verb form for second singular and plural person as subject.
- 3) The students are able to identify the appropriate verb form for third singular and plural person as subject.
- 4) The students are able to identify the appropriate verb be form.
- 5) The students are able to identify the adverb of time.
- 6) The students are able to identify the positive, negative, and

interrogative form.

### b. The indicators of writing ability

Criteria for judging good writing are: organization, unity, coherence, conciseness, clarity, grammar, punctuation, spelling and usage (Fawcett & Sandberg, 1990). The indicators of students' writing ability are based on a writing rubric (iRubric: Writing Rubric EFL, 2018)

1. Organization, the logical sequence and cohesion, or the flow of ideas being put into written language, to make unified contribution to whole paragraph.
2. Accuracy, the correct use of grammatical structure
3. Content, extent, relevance and subject knowledge of the writing
4. Vocabulary, it deals with a list of words and their meanings.

## F. Assumption and Hypotesis

### 1. Assumption

The better students' understanding of future tense is the better their writing ability will be.

### 2. Hypotesis

- a.  $H_0$  : there is no significant correlation between students' understanding of future tense and their writing ability
- b.  $H_a$  : there is a significant correlation between students' understanding of future tense and their writing ability

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher used the quantitative method in conducted this research. It means that the writer were collected and analyzed the data statistically from the students' scores of variables to find out the correlation between understanding of future tense and writing ability of eleventh grade students of SMAN 2 Kuok. This research categorized into correlative type. Which is correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay, 1987). So that, the writer correlated two variables of this research; they were understanding of future tense as X variable and writing ability as Y variable of eleventh grade students of SMAN 2 Kuok.

#### B. Time and Place of the Research

This research was conducted at Eleventh Grade of SMAN 2 Kuok that is located on Jl. Al Iman, Lereng, Bangkinang Barat, Lereng, Kuok, Kabupaten Kampar, Riau.

After getting an agreement from the SMAN 2 Kuok headmaster, the researcher chose this place for his study. Therefore, it is easier for him to get the data that he needed. Besides, the researcher knew well about the grammar and writing subject which were taught and it was relevant for his research.



## Population and Sample

### 1. Population

Population is all subjects of the research (Arikunto, 1996). It means that the population of this research was the whole students of eleventh grade in SMAN 2 Kuok. Whereas, the total numbers of them were 107 students. They were divided into three classes.

### 2. Sample

Sample is the representative the population to be research. If the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more" (Arikunto, 1996). Besides, the sample for a correlational study is selected using an acceptable sampling method, and 30 subjects are generally considered to be a minimally acceptable sample size (Gay, 1987).

Based on the quotation above, in this research, the sample of the population is more than 100 so sample researcher will take 30 students as samples and will use random sampling method (Arikunto, 1996). The researcher chose 30 random students from every classes of the eleventh grade of SMAN 2 Kuok. So it is took about 32.1% of total of the students.

**Table III.1**  
**Total of the Students**

Class	Students
XI IPA	35

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XI IPS 1	36
XI IPS 2	36
Total	107

## D. Technique of Data Collection

In a study, instrument as a tool for collecting data plays a very significant role. Thus, constructing research instrument carefully and in an appropriate manner is greatly fundamental. With regard to the different desired data, research instrument may be different from one study to another. This research instrument will be in the forms of test

Because there were two variables that the writer observed namely understanding of future tense and writing ability, the instrument that was used in this research to measure both of variables are tests for eleventh grade students in the subject of writing and their understanding of future tense. The score of both variables will be evaluated by 2 raters from lectures of English Education Department of UIN Suska Riau.

### 1. Grammar Test

The researcher conducted the grammar test to eleventh grade students. The writer chose the material of simple future tense as the subject of eleventh grade students at SMAN 2 Kuok. Therefore, the researcher chose this subject because the eleventh grade students had already learned about this material. Then, the writer gave the students completion items test with the total number of the test is 10. (Brown, 2000). The writer gave the students about two hours to did the test

and after two hours and they all finished the test the writer collected them up to be evaluated.

### Writing Test

The researcher asked the samples of students of eleventh grade of SMAN 2 Kuok to write down a text about simple future tense as a test to evaluate their ability in writing and then it will be evaluated by 2 raters. (Brown, 2000)

### E. Technique of Data Analysis

When analyzed the data, the researcher used correlation product moment which developed by Carl Pearson. Correlation product moment is used to show whether there is a correlation between X variable and Y variable. To find out The Correlation between Understanding of Future Tense and Writing Ability at the Eleventh Grade of SMAN 2 Kuok, they were analyzed by using Pearson Product Moment in SPSS 21.0 program version.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out the correlation between students' understanding of future tense and writing ability at the eleventh grade of SMAN 2 Kuok. So, the researcher can conclude this research as follows:

1. The students' understanding of future tense score presented descriptive statistics of students' understanding of future tense. It can be seen that its mean score was 63.1667 its median was 65 its mode was 65, its range is 85 So sum of the score was 1895. Based on the mean score of students' understanding of future tense, the level of students' understanding of future tense is **Good Level**.
2. The students' writing ability descriptive statistics of students' writing ability. It can be seen that its mean score was 60.8667, its median was 59 its mode was 59, its range is 72 So sum of the score was 1826. Based on the mean score of students' writing ability, the level of students' writing ability is **Good Level**
3. Based on the data analysis, it can indicate a sig.value was 0.000<sup>b</sup>. it was small than 0.05 (sig-t <0,05 ). The result . The sig. (2-tailed) is 0.02, it can be conclude that,  $H_0$  was rejected and  $H_a$  was accepted. Based on the overall analysis above, the hypotheses  $H_a$  was accepted and  $H_o$  was rejected. So, it can be conclude that **"There Is a Significant Correlation**



## between Students' Understanding of Future Tense and Writing Ability at the Eleventh Grade of SMAN 2 Kuok"

### B. Suggestion

Considering the correlation between students' understanding of future tense and their writing ability at the eleventh grade of SMAN 2 Kuok, the writer would like to give some suggestion as follows:

#### 1. Suggestion for Teachers

- a. It is recommended to teacher to help students in improving their understanding of future tense.
- b. The teacher should be creative to improve the students' writing ability by giving them more activities or exercise.

#### 2. Suggestion for Students

- a. The students should be creative to improve their understanding of future tense in order to get better of the writing ability.
- b. The students should pay more attention to the lesson explained by the teacher.

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# APPENDIX I

UIN SUSKA RIAU

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## Writing and Grammar Test

Name : Student 1

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother GOING TO (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL (answer) for you.
- James Jones GOING TO (probably/become) the next President.
- Mum is no unemployed but she WILL (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO (move) to a bigger house next month.
- My parents WILL (be) very proud, I have passed all the exams.
- I think my sister WILL (pass) the exam, she has studied very hard so far.
- GOING TO the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I GOING TO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL (give) you some juice instead.
- Look at the clouds, it WILL (rain) you should take an umbrella
- There's a knock at the door, that WILL (be) the postman.
- GOING TO you go to work tomorrow?
- When the cat is away, the mice WILL (play)
- I'm not feeling well, I WILL (faint)
- It's 11.00 pm, I think I GOING TO (not/eat) fried rice.
- She GOING TO (meet) them at 6.00 pm.
- That WILL (be) the book you are looking for.
- There WILL (be) a gale.
- Sally is a big girl now, we WILL (not/buy) her a doll.

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Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

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1. Dilarang mengutip, mengarang, atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

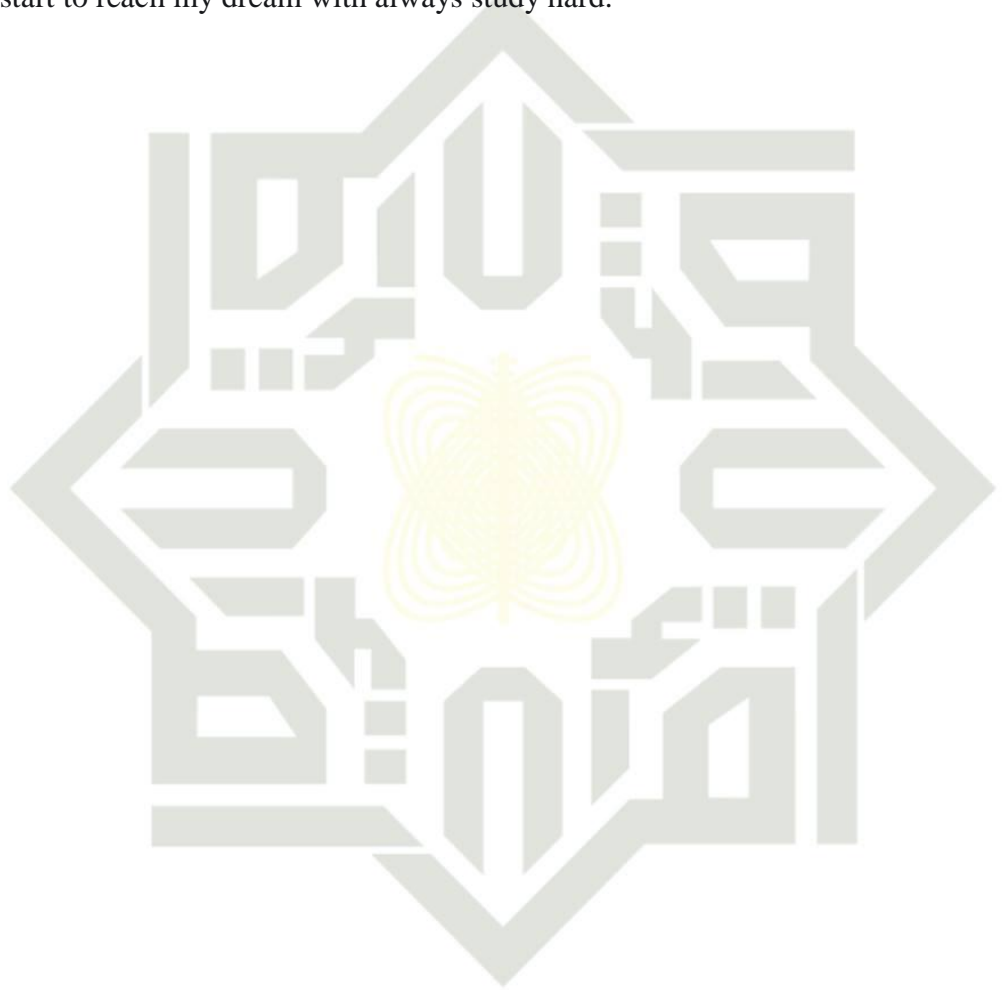
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Indonesia country is a unity country that often cracked, anarchy, not in good condition and other problem. Many problem in every day and indonesia country is to be island country in the world that has a nature product that abundant. Because of that, not an little people from another country that go to indonesia with different purpose.

So, to avoid the things that we do not want happen in indonesia, the problem from inner of outer so i have an responsibility to safe indonesia country that i loved. Because of that i have a dream as a army. I want to continue the struggle from heroes in the past. In the past heroes did struggle with enemy and now we are struggle with drug. So i want a dream as a army and i want safe my country. So, i start to reach my dream with always study hard.



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## Writing and Grammar Test

Name : Student 2

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO MOVE (move) to a bigger house next month.
- My parents ARE GOING TO BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I'M GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL (be) the postman.
- ARE you go to work tomorrow?
- When the cat is away, the mice WILL PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I AM NOT EATING (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



20. Sally is a big girl now, we ARE NOT BUY (not/buy) her a doll.

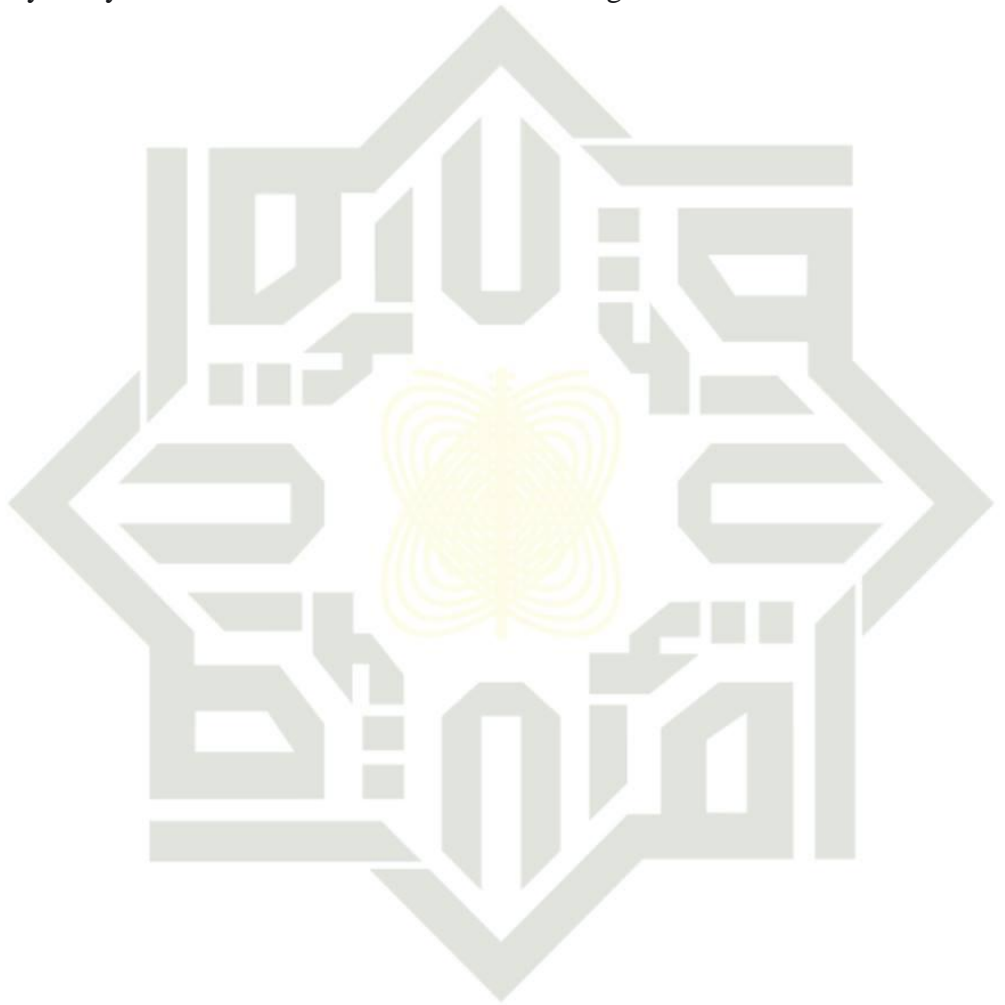
Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

I aspire to be a teacher because I like education, for some reason I really like it when I see a teacher's work, every morning they go to school to teach various sciences and knowledge to their students, so the students are proficient in many things. subjects, besides that there is nothing in their work unless it is beneficial for themselves, students, and society through giving good influence. Therefore, after I graduate from this school, I will continue my studies at the teacher's faculty, and I will seriously study the sciences of education and learning so that I am skilled and useful for others.

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## Writing and Grammar Test

Name : Student 3

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones PROBABLY ARE GOING TO BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We ARE GOING TO MOVE (move) to a bigger house next month.
- My parents WILL BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I'M GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that IS GOING TO BE (be) the postman.
- WILL you go to work tomorrow?
- When the cat is away, the mice ARE GOING TO PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL GO (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That IS GOING TO BE (be) the book you are looking for.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



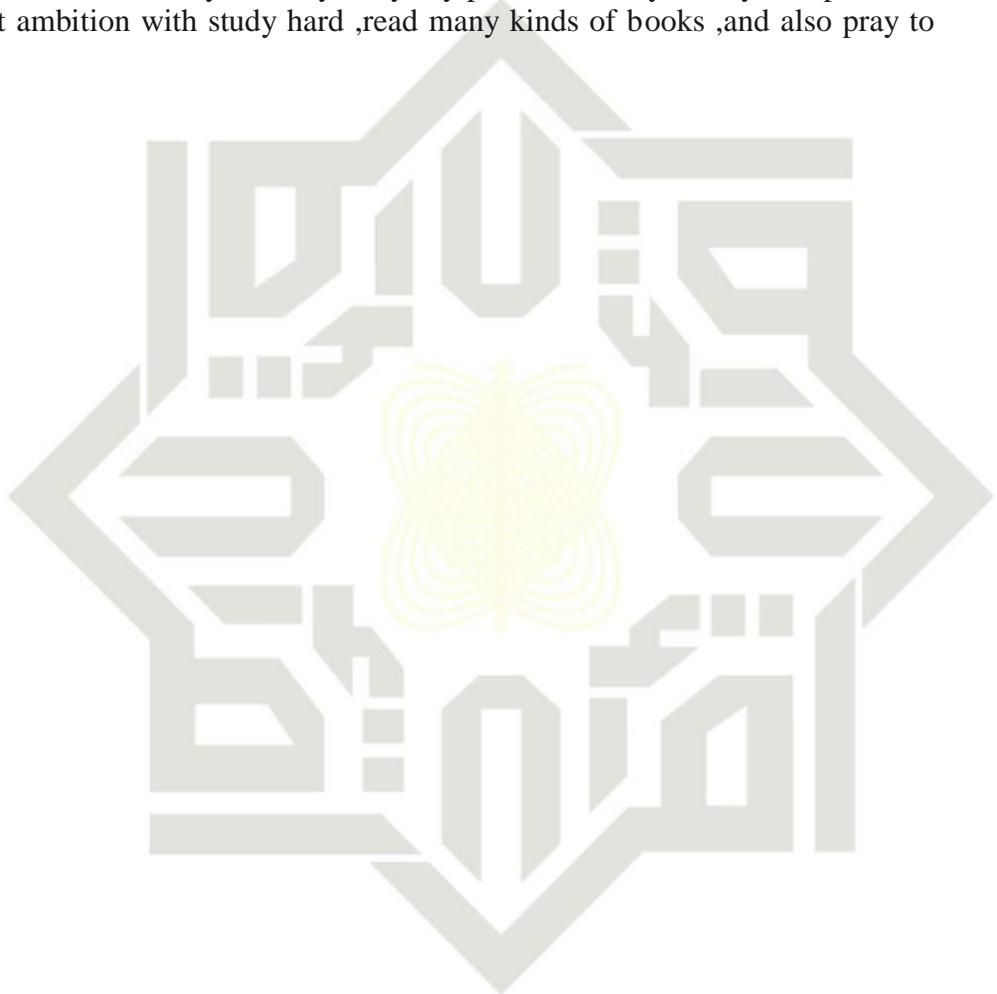


19. There IS GOING TO BE (be) a gale.

20. Sally is a big girl now, we WILL BUY (not/buy) her a doll.

Please write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

I want to be a writer. A professional writer. Do you know why do i choose writer as my ambition? My hobby is writing ,reading, and fancying something. I think it is so fun! If i think about something, i will write in on my special book. I wrote many kinds of story there .My friends read all of my stories and it's made me happy. I want someday, i will become a famous writer. Many people know about me. They read my story. My parents and my family will proud of me. I'm trying to get that ambition with study hard ,read many kinds of books ,and also pray to





## Writing and Grammar Test

Name : Student 4

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO MOVE (move) to a bigger house next month.
- My parents ARE GOING TO BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I'M GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- WILL BE you go to work tomorrow?
- When the cat is away, the mice WILL PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL GO (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



20. Sally is a big girl now, we GOING TO BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

I want to have my own business in the field of design and technology, become an experienced designer at home and abroad, and also want to make my own digital products and services. I want to make people who need help happy. Be the pride of parents. Useful for others in the fields of education, work, family, and others. Strengthen faith and diligent in worship. Keep away from people with bad intentions. Earn your own income from anywhere. Opening employment for other people who are not yet working. Owning a cattle (dairy and consumption) and chicken farm. Supporting my parents to go for Hajj.

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## Writing and Grammar Test

Name : Student 5

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We ARE GOING TO MOVE (move) to a bigger house next month.
- My parents ARE GOING TO BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I'M GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- WILL BE you go to work tomorrow?
- When the cat is away, the mice WILL PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL GO (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



20. Sally is a big girl now, we GOING TO BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

I want to be a successful person in the future. and most importantly I want to make my parents proud

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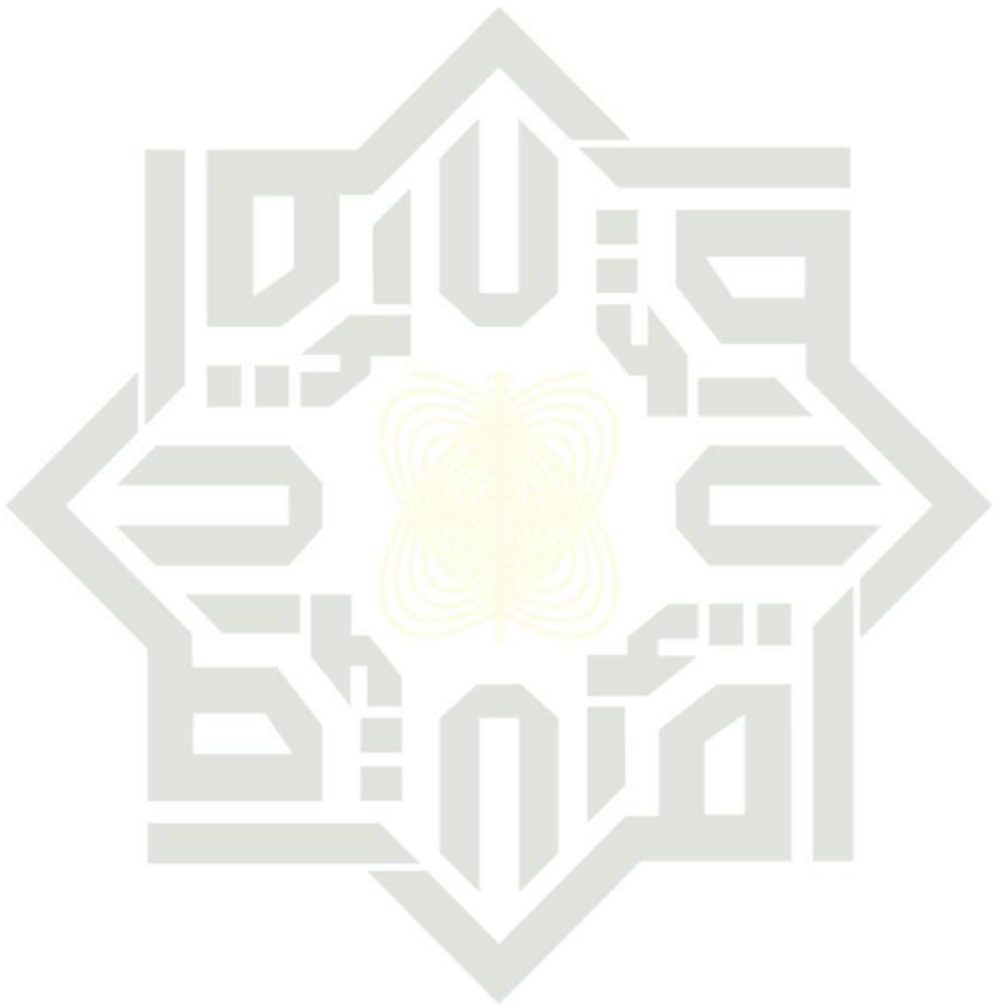
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## Writing and Grammar Test

Name : Student 6

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I GOING TO ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she WILL NOT APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO MOVE (move) to a bigger house next month.
- My parents WILL BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- WILL the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- WILL you go to work tomorrow?
- When the cat is away, the mice GOING TO PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL NOT EAT (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





20. Sally is a big girl now, we WILL NOT BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

In the future, when i grow up, i want to be a soccer player, i am train so hard and will be a profesional player, when i am profesional player i will go to Europe and play in big With my pay, i will bring hajj with my parents, and i will buy my parents big house in my village, and when I am pensiount i will back to Indonesia again and will make a chicken farms.

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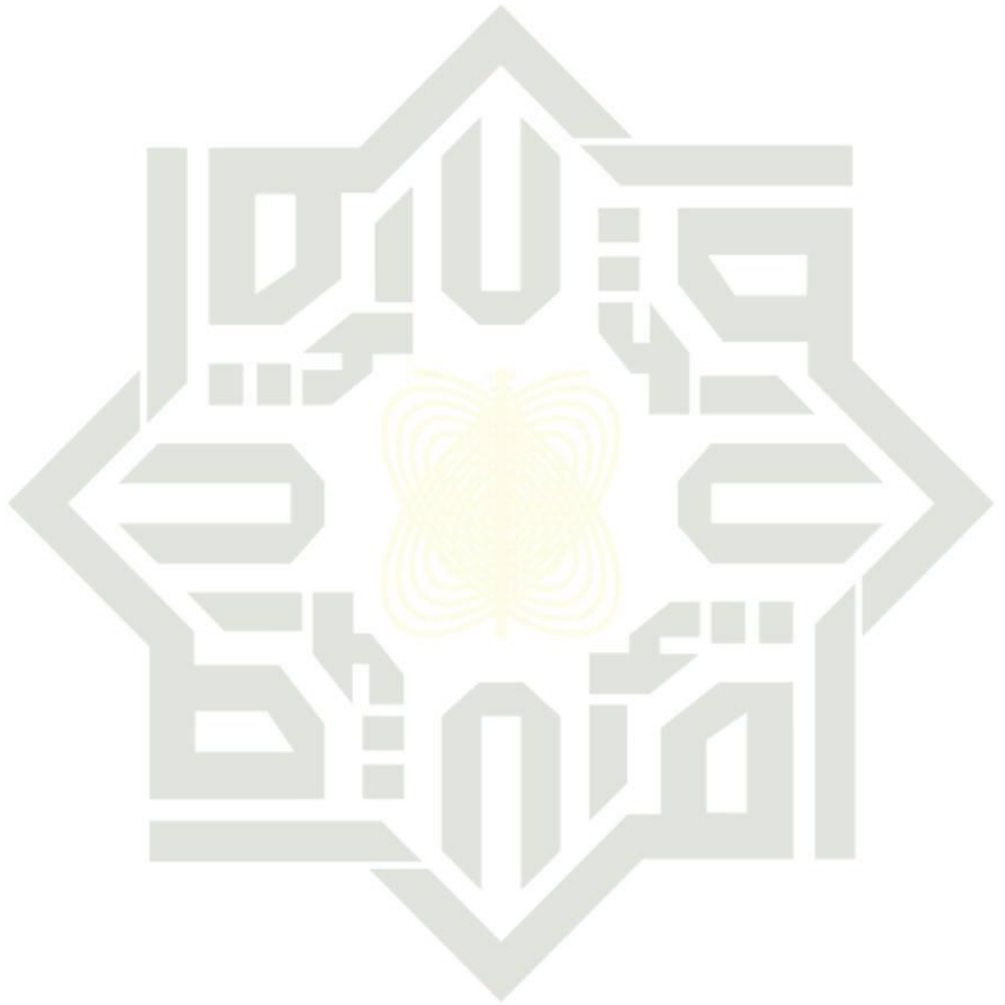
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## Writing and Grammar Test

Name : Student 7

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I GOING TO (answer) for you.
- James Jones WILL BE (probably/become) the next President.
- Mum is no unemployed but she WILL (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO (move) to a bigger house next month.
- My parents WILL (be) very proud, I have passed all the exams.
- I think my sister GOING TO (pass) the exam, she has studied very hard so far.
- WILL the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I WILL (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL (give) you some juice instead.
- Look at the clouds, it WILL (rain) you should take an umbrella
- There's a knock at the door, that WILL (be) the postman.
- WILL you go to work tomorrow?
- When the cat is away, the mice GOING TO (play)
- I'm not feeling well, I GOING TO (faint)
- It's 11.00 pm, I think I WILL (not/eat) fried rice.
- She GOING TO (meet) them at 6.00 pm.
- That WILL (be) the book you are looking for.
- There WILL (be) a gale.
- Sally is a big girl now, we GOING TO (not/buy) her a doll.

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3. Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

After i finished this school, i Will going to university high school in pekan baru, and i Will take chemistry. I think that Will make my future is bright. Please my friend, pray for me.

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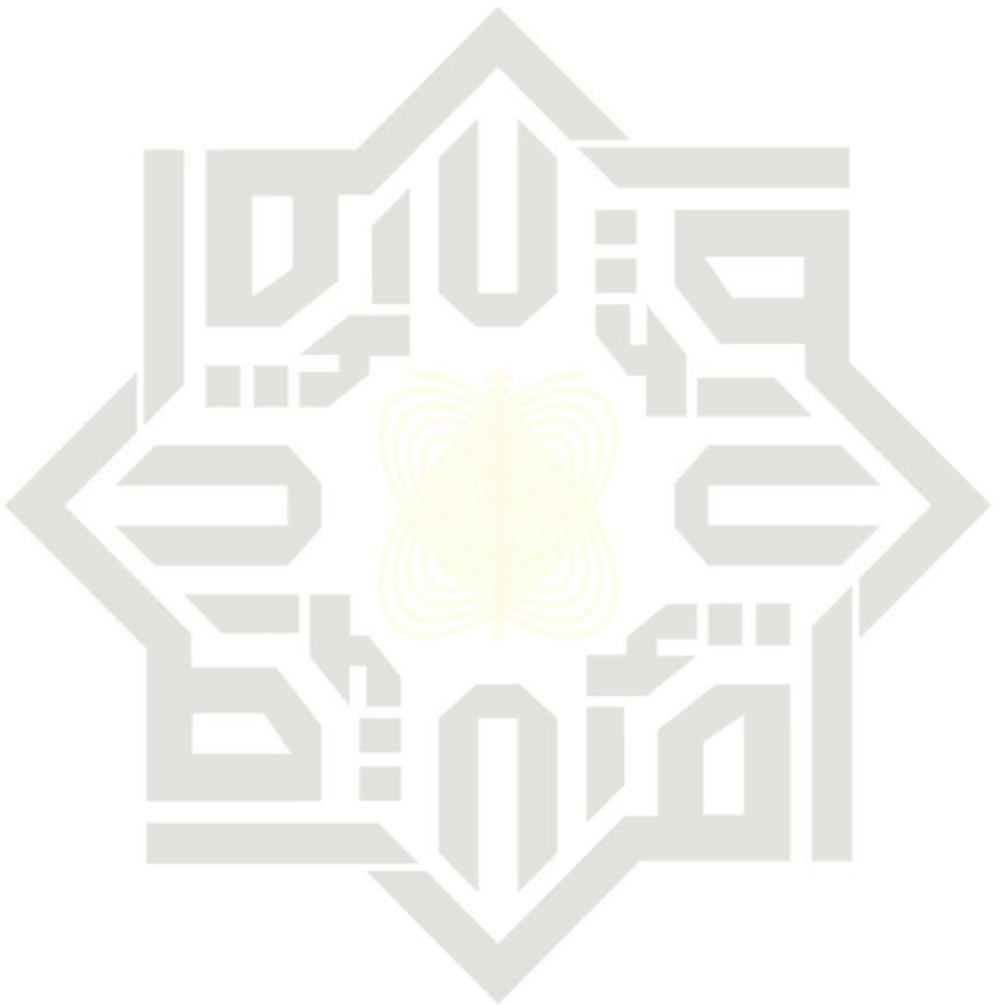
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## Writing and Grammar Test

Name : Student 8

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We ARE GOING TO (move) to a bigger house next month.
- My parents ARE GOING TO BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- AM GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- WILL BE you go to work tomorrow?
- When the cat is away, the mice WILL (play)
- I'm not feeling well, I GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL GO (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



20. Sally is a big girl now, we GOING TO BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

It's normal for every person to has one of passion,one of future dream,what they want to be in the future day.no matter what you want to be it's worth to fight about.my future dream is to become a Teacher.

Become someone who involve her life to improve our generation knowledge to achive better life.I think lecturer is one of honorable work, teacher is more than a job .it is am important contribution to make our society to be better.

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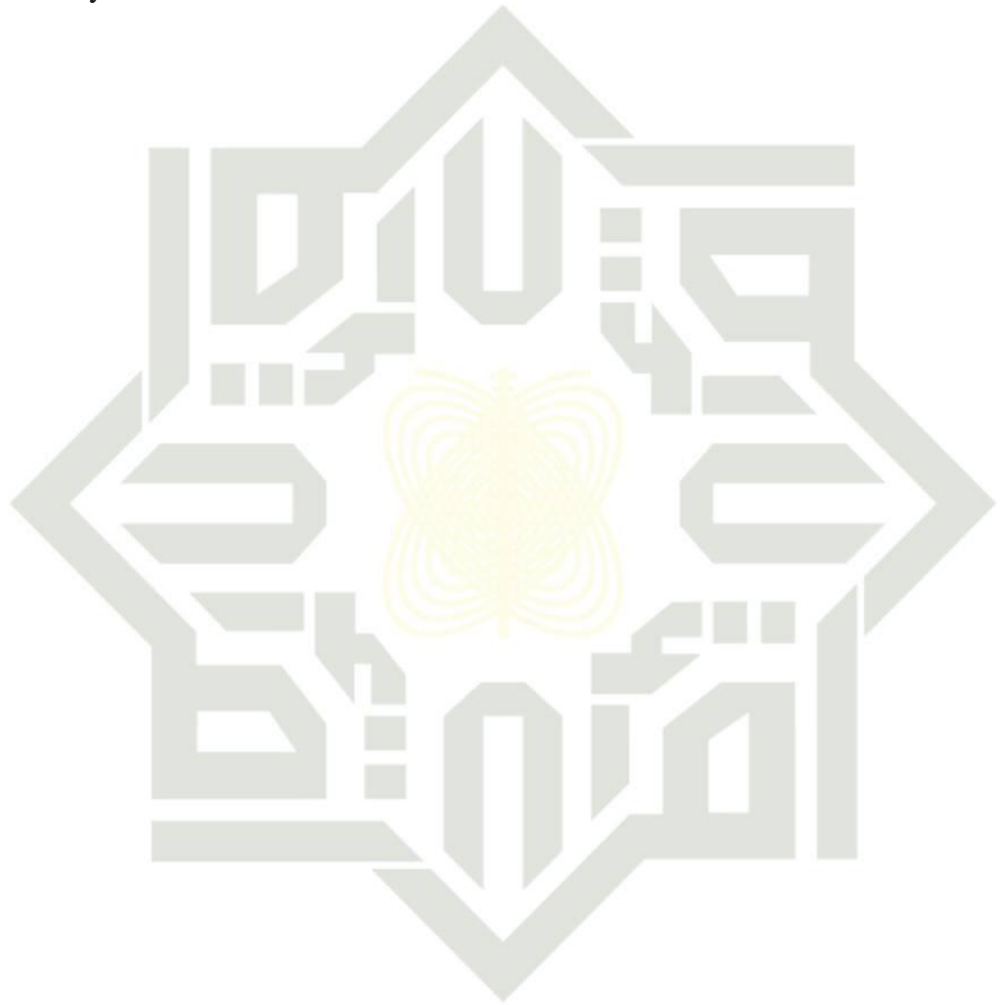
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## Writing and Grammar Test

Name : Student 9

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones PROBABLY ARE GOING TO BECOME (probably/become) the next President.
- Mum is no unemployed but she ISN'T GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO (move) to a bigger house next month.
- My parents WILL BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I AM GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that IS GOING TO BE (be) the postman.
- I THINK you go to work tomorrow?
- When the cat is away, the mice ARE GOING TO PLAY (play)
- I'm not feeling well, I GOING TO FAINT (faint)
- It's 11.00 pm, I think I AM GOING TO EAT (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That IS GOING TO BE (be) the book you are looking for.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





19. There IS GOING TO BE (be) a gale.

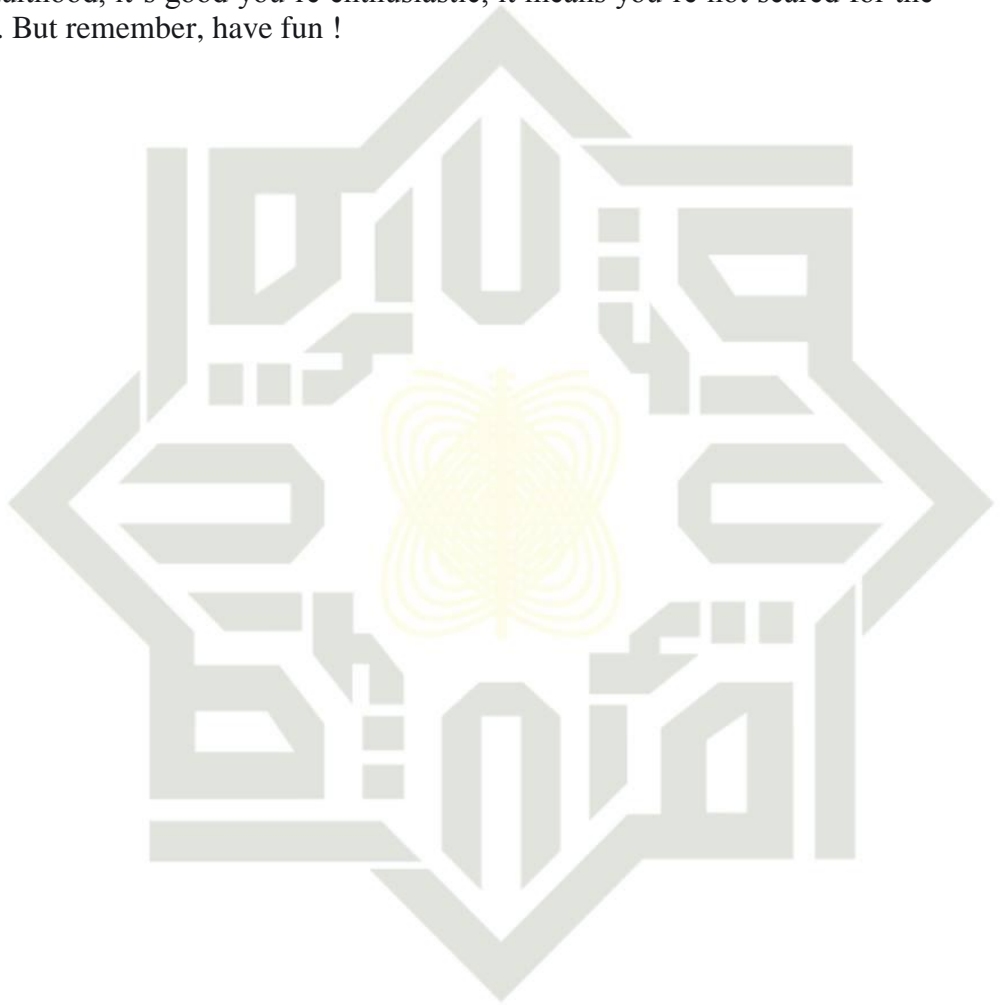
20. Sally is a big girl now, we WILL BUY (not/buy) her a doll.

Please write a text (minimum 2 paragraphs) about what do you want to be when you are an

I will going to be awesome adult ! So while I was just like you and I couldn't wait to be an adult, I knew I wasn't mature enough to handle all the stuff that comes with it. Either way, I have years to go, so don't waste them, make the most of your youth and enjoy being young. When you're old and grey in your rocking chair you'll miss your youth. It doesn't mean you look forward to adulthood, it's good you're enthusiastic, it means you're not scared for the next chapter of your life. But remember, have fun !

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## Writing and Grammar Test

Name : Student 10

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones PROBABLY ARE GOING TO BECOME (probably/become) the next President.
- Mum is no unemployed but she ISN'T GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We ARE GOING TO (move) to a bigger house next month.
- My parents WILL BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I AM GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO TAKE (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that IS GOING TO BE (be) the postman.
- WILL BE you go to work tomorrow?
- When the cat is away, the mice ARE GOING TO PLAY (play)
- I'm not feeling well, I GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL GO (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That IS GOING TO BE (be) the book you are looking for.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



19. There IS GOING TO BE (be) a gale.

20. Sally is a big girl now, we WILL BUY (not/buy) her a doll.

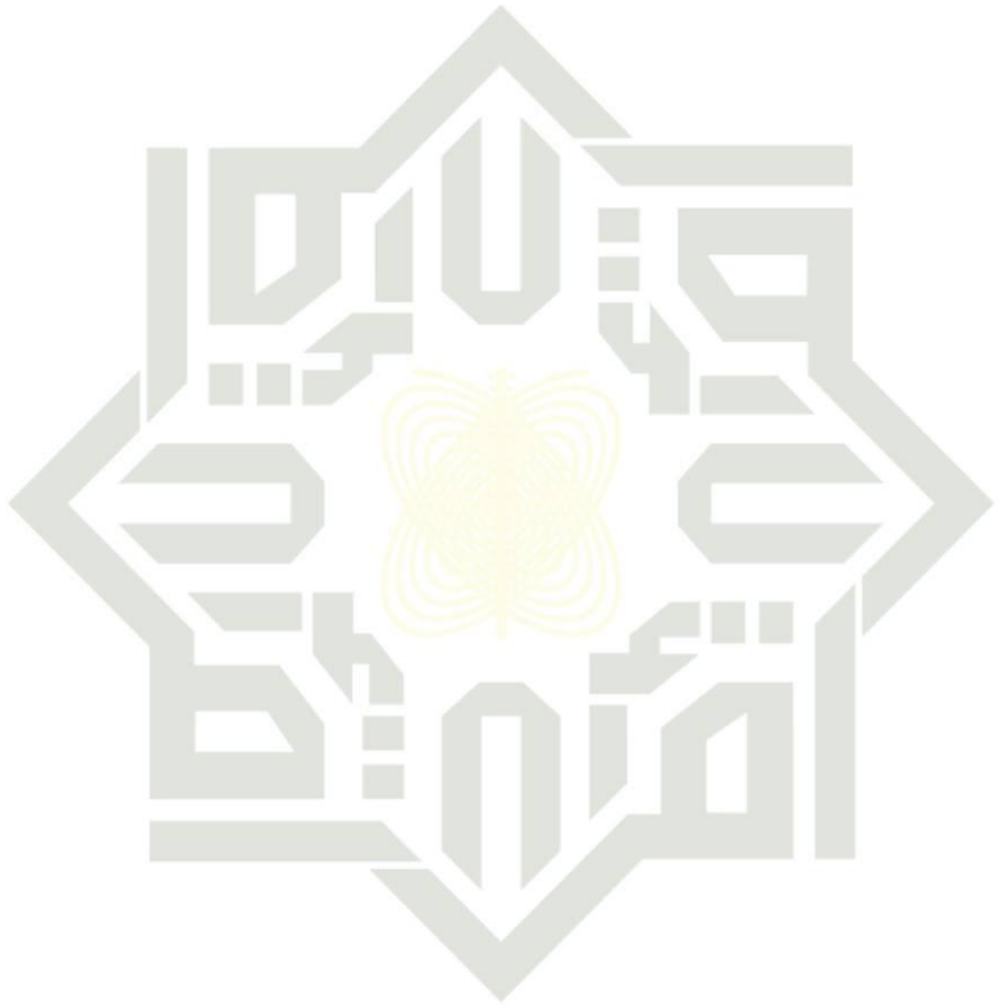
Please write a text (minimum 2 paragraphs) about what do you want to be when you are an

adult!

since i was a kid,my passion into modical so strong ,i really want ot be paramedic.i want to be doctor, help people and be just have have ambiton and desire in being number one,but i want to help this world, by becoming the docter i think i can give my contribution to make world become a better place.

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## Writing and Grammar Test

Name : Student 11

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL BECOME (probably/become) the next President.
- Mum is no unemployed but she GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We WILL MOVE (move) to a bigger house next month.
- My parents WILL BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- WILL the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I WILL DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it WILL RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- WILL you go to work tomorrow?
- When the cat is away, the mice WILL (play)
- I'm not feeling well, I WILL FAINT (faint)
- It's 11.00 pm, I think I WILL EAT (not/eat) fried rice.
- She WILL MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



20. Sally is a big girl now, we WILL BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

My goal when I grow up I want to be a successful person and can make my parents

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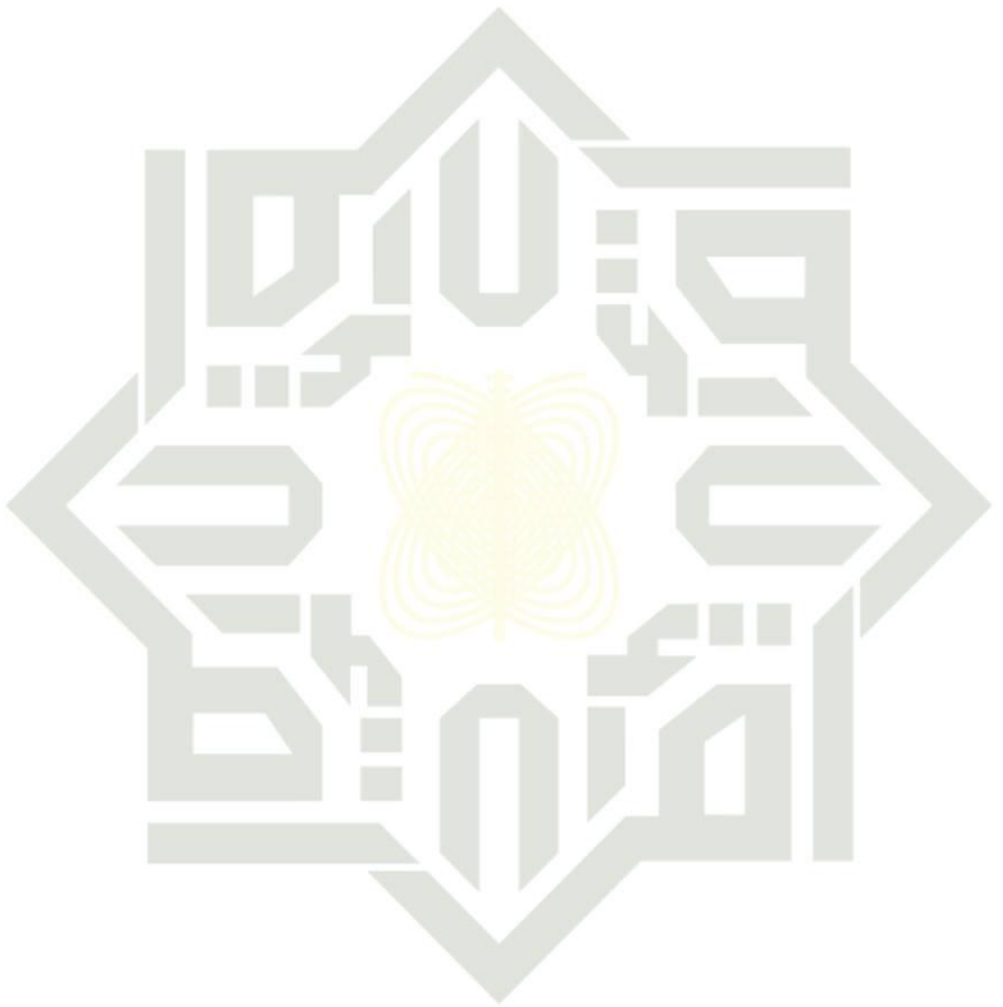
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1133001

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UIN SUSKA RIAU



## Writing and Grammar Test

Name : Student 12

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO MOVE (move) to a bigger house next month.
- My parents ARE GOING TO BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I AM GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I AM GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- WILL BE you go to work tomorrow?
- When the cat is away, the mice WILL PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I AM NOT EAT FRIED RICE (not/eat) fried rice.
- She WILL BE (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





20. Sally is a big girl now, we NOT GOING TO BUY (not/buy) her a doll.

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Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

Every children has a dream, that are has a dream as a teacher, doctor, police or another dream that has a one purpose useful for another person and also citizen. It just like me, since i child i have a dream to be bussinessman. The picture of my dream since i was grade in 5th elementary school. I think that to be bussinessman is so interesting and never making us boring. In the other side to be bussinessman can add new experience because to be bussinessman has a different job, to be employee, as a manager of financial, and other job.

Except to reach my dream since i was children, the another reason to be bussinessman is i want to open new job for a youth person, we know that the job in indonesia not enough for young people. It is because the young people after graduation from university want to find a job and not create a new job. And that reason making un job young person is increase every year. And after i will be successful bussinessman, I will built the school that has free tuition to poor student. So, to make my dream come true i should study hard and also try to make all of my dream come true in the future

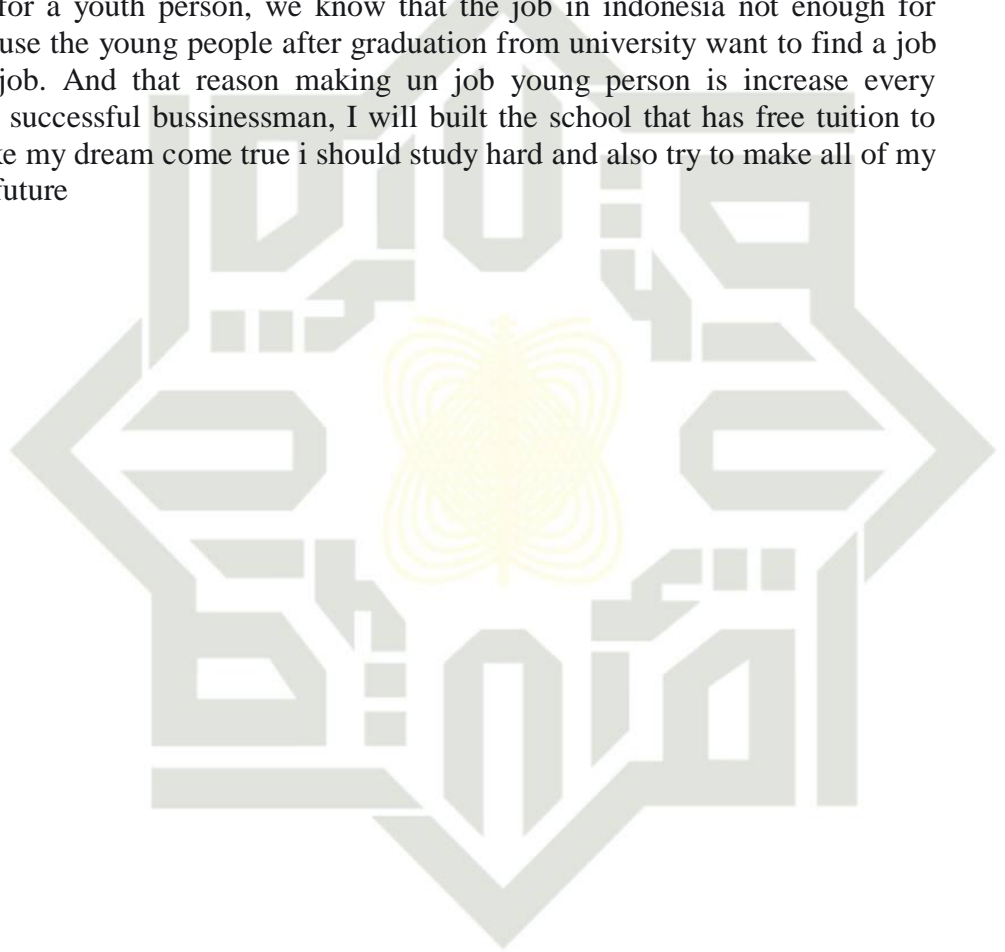
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UIN SUSKA RIAU



## Writing and Grammar Test

Name : Student 13

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I WILL ANSWER (answer) for you.
- James Jones WILL PROBABLY BECOME (probably/become) the next President.
- Mum is no unemployed but she IS NOT GOING TO APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We GOING TO MOVE (move) to a bigger house next month.
- My parents GOING TO BE (be) very proud, I have passed all the exams.
- I think my sister WILL PASS (pass) the exam, she has studied very hard so far.
- I AM GOING TO TAKE the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it IS GOING TO RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- GOING TO you go to work tomorrow?
- When the cat is away, the mice WILL PLAY (play)
- I'm not feeling well, I AM GOING TO FAINT (faint)
- It's 11.00 pm, I think I WILL EAT (not/eat) fried rice.
- She IS GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There WILL BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



20. Sally is a big girl now, we GOING TO BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

When I grow up, I want to be a policewoman, because policewomen are a very extraordinary job. And I will try my best to achieve my goal, to make my parents proud and to love the country.

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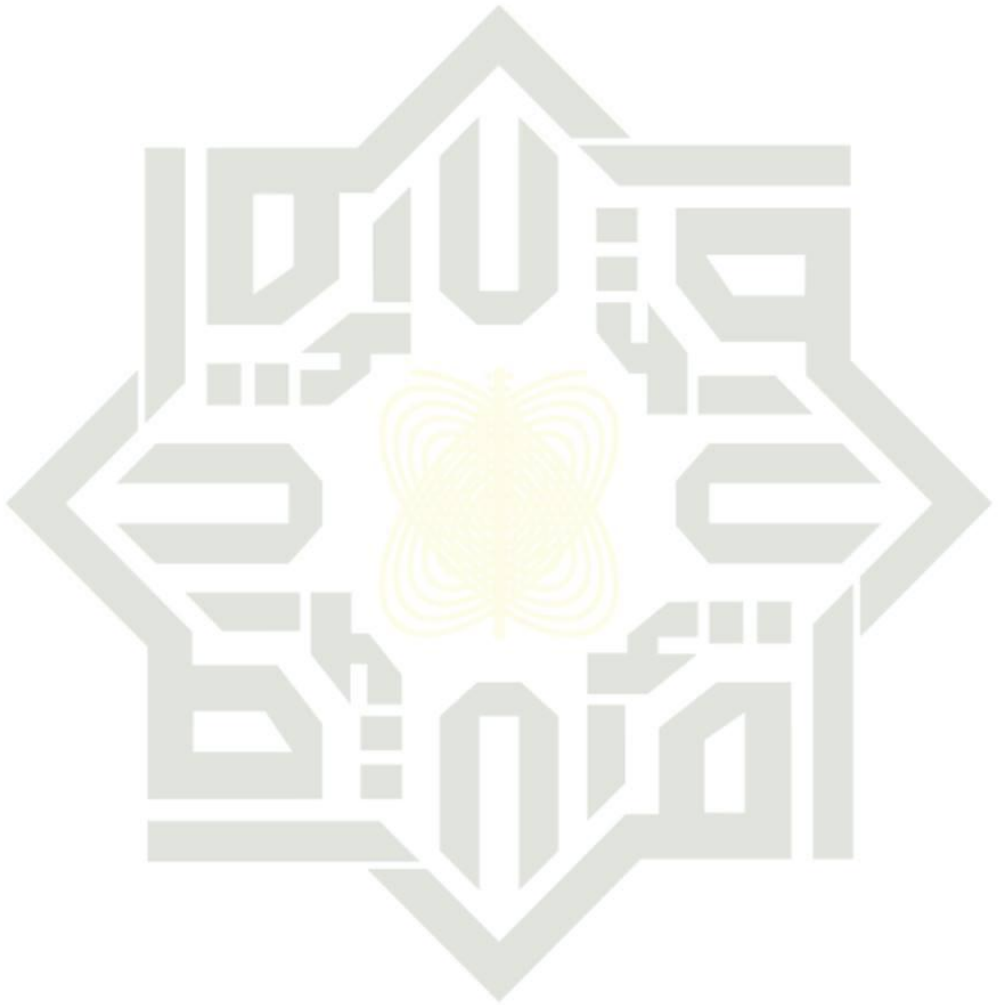
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UIN SUSKA RIAU





## Writing and Grammar Test

Name : Student 14

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother WILL BE (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I GOING TO ANSWER (answer) for you.
- James Jones WILL PROBABLY/BECOME (probably/become) the next President.
- Mum is no unemployed but she GOING TO NOT/APPLY (not/apply) for that job because it isn't well paid.
- I'm so excited We WILL MOVE (move) to a bigger house next month.
- My parents WILL BE (be) very proud, I have passed all the exams.
- I think my sister GOING TO PASS (pass) the exam, she has studied very hard so far.
- GOING TO the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I GOING TO DO (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I WILL GIVE (give) you some juice instead.
- Look at the clouds, it WILL RAIN (rain) you should take an umbrella
- There's a knock at the door, that WILL BE (be) the postman.
- GOING TO you go to work tomorrow?
- When the cat is away, the mice WILL PLAY (play)
- I'm not feeling well, I WILL FAINT (faint)
- It's 11.00 pm, I think I GOING TO NOT/EAT (not/eat) fried rice.
- She GOING TO MEET (meet) them at 6.00 pm.
- That WILL BE (be) the book you are looking for.
- There GOING TO BE (be) a gale.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

20. Sally is a big girl now, we WILL NOT/BUY (not/buy) her a doll.

Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an

To be a nurse hasil Been my dream ever since i was child. I was amazet at how Deft they were. When the patients needed them. I was when my mom was hospitalizet after and accident hit her. The nurse was taking care of my mom 24/7 with full and satisfasication services until my mom was allowed to check out from the hospital. Since then I'd Been dreaming to be a nurse so that i can take care of people and see their smiles knowing that their beloved are fully recovered

## Daftar Isi

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



## Writing and Grammar Test

Name : Student 15

Class Semester : 11<sup>th</sup> / 1

### Instruction :

WILL	BE GOING TO
<ul style="list-style-type: none"> <li>To make decisions that are made at the time of speaking</li> <li>To state a fact about the future</li> <li>To make a promise</li> <li>To make a prediction</li> <li>With words like "I think", "I guess", "I hope", "probably", "possibly"</li> </ul>	<ul style="list-style-type: none"> <li>A future event that has been planned before the time of speaking</li> <li>To make a future prediction based on facts or evidence</li> </ul>

Fill the blanks below with the words into brackets using will or be going to!

- My brother BORN (be) 45 in October.
- The phone is ringing and I'm in the shower!  
-Don't worry Mark, I \_\_\_\_\_ (answer) for you.
- James Jones WILL (probably/become) the next President.
- Mum is no unemployed but she NOT (not/apply) for that job because it isn't well paid.
- I'm so excited We CAN (move) to a bigger house next month.
- My parents SO (be) very proud, I have passed all the exams.
- I think my sister PASS (pass) the exam, she has studied very hard so far.
- YESTERDAY the kids to the mountains this winter?
- There isn't any milk left in the fridge  
-I know, I WILL (do) the shopping this afternoon.
- There isn't any milk left in the fridge  
-Oh sorry, I \_\_\_\_\_ (give) you some juice instead.
- Look at the clouds, it RAIN (rain) you should take an umbrella
- There's a knock at the door, that THAT (be) the postman.
- NO you go to work tomorrow?
- When the cat is away, the mice WANT (play)
- I'm not feeling well, I WANT (faint)
- It's 11.00 pm, I think I NOT (not/eat) fried rice.
- She WANT (meet) them at 6.00 pm.
- That IS (be) the book you are looking for.
- There THERE IS (be) a gale.
- Sally is a big girl now, we BUY (not/buy) her a doll.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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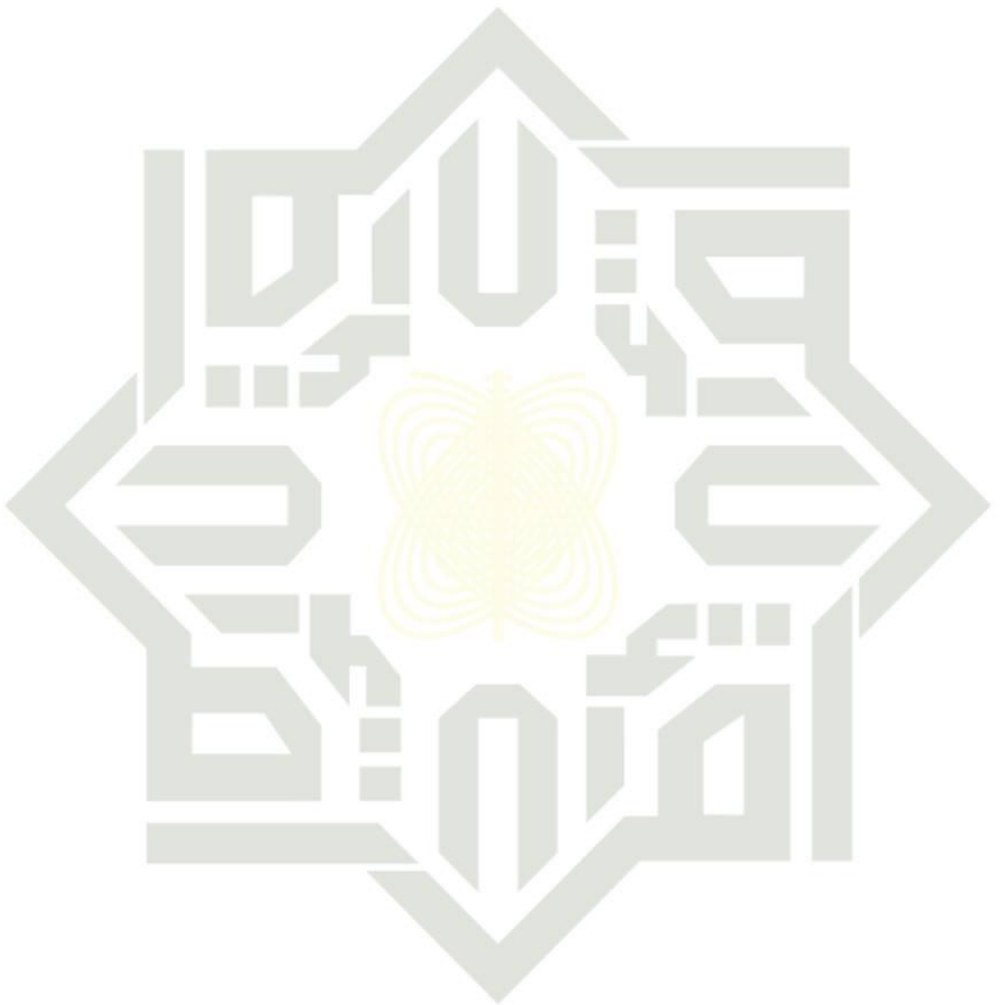
2. Please, write a text (minimum 2 paragraphs) about what do you want to be when you are an adult!

I want to make my parents happy. After graduation from school, I want to go straight to work to help my parents' finances

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# APPENDIX II



UIN SUSKA RIAU

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU



## SILABUS

**Mata Pelajaran**

: Bahasa Inggris

**Nama Sekolah**

: SMA Negri 2 Kuok

**Kelas/ Semester**

: XI / I (Ganjil)

**Tahun Pelajaran**

: 2020/2021

: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

: Mengolah, menalar dan menyaji dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

KD	Materi Pokok	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
<p><b>Figure Tenses:</b></p> <p><b>Simple Future Tense</b></p> <p>1. Dapat menyebutkan dan membedakan fungsi bentuk <i>Simple Future Tense</i> dan <i>Future Continuous Tense</i> dalam komunikasi yang berterima.</p> <p>2. Dapat membedakan penggunaan “will” dan “to be going to”.</p> <p>3. Dapat membuat contoh kalimat dalam bentuk <i>Simple Future</i></p>	<p>1. Dapat menyebutkan dan membedakan fungsi bentuk <i>Simple Future Tense</i> dan <i>Future Continuous Tense</i> dalam komunikasi yang berterima.</p> <p>2. Dapat membedakan penggunaan “will” dan “to be going to”.</p> <p>3. Dapat membuat contoh kalimat dalam bentuk</p>	<p>1. Penjelasan pola dan fungsi <i>Simple Future Tense</i> dan <i>Future Continuous Tense</i>.</p> <p>2. Penjelasan penggunaan “will” dan “to be going to”.</p> <p>3. Diskusi kelas membuat contoh kalimat dalam bentuk <i>Simple Future</i></p>	<p>6 x 45 JP</p>	<p>- Buku paket Bahasa Inggris kelas XI Kementrian Pendidikan dan Kebudayaan Republik Indonesia revisi 201</p> <p>- Complete English Grammar by Grace Widjaja.</p>



<p>2. Kehadiran 2. Exercises 3. Partisipasi a. Diskusi b. Penugasan c. Penugasan d. Penugasan e. Penugasan f. Penugasan g. Penugasan h. Penugasan i. Penugasan j. Penugasan k. Penugasan l. Penugasan m. Penugasan n. Penugasan o. Penugasan p. Penugasan q. Penugasan r. Penugasan s. Penugasan t. Penugasan u. Penugasan v. Penugasan w. Penugasan x. Penugasan y. Penugasan z. Penugasan</p>	<p>Simple Future Tense dan Future Continuous Tense. 4. Dapat mengidentifikasi penggunaan Simple Future Tense dan Future Continuous Tense dengan tepat dalam situasi jadwal perencanaan konferensi. 5. Dapat membuat contoh kalimat dalam bentuk simple future tense dan future Continuous tense.</p>	<p>tense menggunakan “will” dan “to be going to”. 4. Latihan soal mengidentifikasi kalimat Simple Future Tense dan Future Continuous Tense. 5. Wrap-up: kesimpulan penggunaan dan fungsi Present Perfect dan Past Continuous tense.</p>	
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# APPENDIX III



UIN SUSKA RIAU

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## Students' Writing Scores

Students	rater I	rater II	total	score	criteria
Student 1	37.5	25.0	62.5	31	Fair
Student 2	50.0	25.0	75.0	38	Fair
Student 3	100.0	100.0	200.0	100	Excellent
Student 4	62.5	50.0	112.5	56	Average
Student 5	50.0	25.0	75.0	38	Fair
Student 6	87.5	87.5	175.0	88	Excellent
Student 7	87.5	75.0	162.5	81	Excellent
Student 8	75.0	62.5	137.5	69	Good
Student 9	56.3	50.0	106.3	53	Average
Student 10	75.0	50.0	125.0	63	Good
Student 11	68.8	50.0	118.8	59	Average
Student 12	56.3	50.0	106.3	53	Average
Student 13	62.5	50.0	112.5	56	Average
Student 14	93.8	81.3	175.0	88	Excellent
Student 15	56.3	25.0	81.3	41	Average
Student 16	68.8	50.0	118.8	59	Average
Student 17	87.5	75.0	162.5	81	Excellent
Student 18	50.0	25.0	75.0	38	Fair
Student 19	62.5	56.3	118.8	59	Average
Student 20	43.8	25.0	68.8	34	Fair
Student 21	68.8	62.5	131.3	66	Good
Student 22	50.0	25.0	75.0	38	Fair
Student 23	68.8	50.0	118.8	59	Average
Student 24	31.3	25.0	56.3	28	Fair
Student 25	93.8	87.5	181.3	91	Excellent
Student 26	68.8	50.0	118.8	59	Average
Student 27	93.8	81.3	175.0	88	Excellent
Student 28	93.8	93.8	187.5	94	Excellent
Student 29	68.8	50.0	118.8	59	Average
Student 30	68.8	50.0	118.8	59	Average
total	2037.5	1612.5	3650	1826	
mean	67.9	53.8	121.7	60.9	

UIN SUSKA RIAU

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## Students' Grammar Scores

Students	Score
Student 1	65
Student 2	20
Student 3	90
Student 4	70
Student 5	75
Student 6	95
Student 7	50
Student 8	70
Student 9	70
Student 10	40
Student 11	55
Student 12	70
Student 13	60
Student 14	80
Student 15	10
Student 16	50
Student 17	75
Student 18	65
Student 19	45
Student 20	65
Student 21	90
Student 22	45
Student 23	60
Student 24	75
Student 25	95
Student 26	65
Student 27	55
Student 28	65
Student 29	75
Student 30	50
TOTAL	1895
MEAN	63

### Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



### Correlations

		grammar	writing
Hak Cipta Dilindungi Undang-Undang	1. Di larang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:	Pearson Correlation	1
		Sig. (2-tailed)	.020
		N	30
	2. Di larang mengutip hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.	Pearson Correlation	.424
		Sig. (2-tailed)	.020
		N	30

\*. Correlation is significant at the 0.05 level (2-tailed).

### Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
grammar	30	85.00	10.00	95.00	1895.00	63.1667	19.54144
writing	30	72.00	28.00	100.00	1826.00	60.8667	20.36687
Valid N (listwise)	30						

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# APPENDIX IV

UIN SUSKA RIAU





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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 KUOK**  
 Alamat : Jl. Transad Lereng Kecamatan Kuok      Kode Pos : 28463  
 E-mail : [smandakuok@yahoo.com](mailto:smandakuok@yahoo.com)      Telp/HP : 082287461680  
 NPSN : 10400351      NSS : 301140630001  
 Akreditasi : "A" (Unggul)

---

**SURAT REKOMENDASI**  
 Nomor : 422/sman2k/2021/159

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 2 Kuok Kecamatan Kuok Kabupaten Kampar, dengan ini memberikan rekomendasi kepada :

Nama	: MUHAMMAD ALDI
NIM	: 11614100994
Semester/Tahun	: X (Sepuluh) / 2021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Untuk melaksanakan kegiatan Riset di SMA Negeri 2 Kuok pada bidang studi Pendidikan Bahasa Inggris. Demikianlah rekomendasi ini diberikan untuk dipergunakan semestinya.

  
 14 Juni 2021  
 Kepala Sekolah  
**EFRINANUR, S.Pd**  
 NIM 197302022007012008




## Hak Cipta Dilindungi Undang-Undang

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FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28283 P.O. BOX 1004 Telp. (0781) 661647  
Fax. (0781) 581647 Web www.ri.uisu-suka.ac.id E-mail: effan\_uinsuka@yahoo.co.id

---

Nomor: Un.04/F.II.4/PP.00.9/4270/2020 Pekanbaru, 14 April 2020

Sifat : Biasa  
Lamp : -  
Hal : *Pembimbing Skripsi*

Kepada  
Yth. Drs. H. M. Syafi'i S, M.Pd.

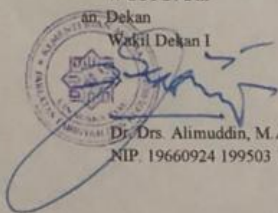
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MUHAMMAD ALDI  
NIM : 11614100994  
Jurusan : Pendidikan Bahasa Inggris  
Judul : A Correlation Study Between Grammatical Competence with Writing Ability of the Second Grade at SMAN 2 Kuok  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
an, Dekan  
Wakil Dekan I  
  
Dr. Drs. Alimuddin, M. Ag.  
NIP. 19660924 199503 1 002

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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### PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN SMA NEGERI 2 KUOK

Alamat : Jl. Transad Lereng Kecamatan Kuok  
E-mail : [smadakuok@yahoo.com](mailto:smadakuok@yahoo.com)  
NPSN : 10400351

Kode Pos : 28463  
Telp/HP : 085265719434  
NSS : 301140630001



Akreditasi : "A" (Unggul)

#### SURAT KETERANGAN NOMOR : 422/SMAN2K/2021/145

Yang bertanda tangan dibawah ini Kepala SMA Negeri 2 Kuok Kabupaten Kampar dengan ini menerangkan bahwa :

Nama	: MUHAMMAD ALDI
NIM	: 11614100994
Universitas	: Universitas Islam Negeri Sultan Syarif Kasim
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S.1
Judul Penelitian	: CORELATIONAL STUDY BETWEEN STUDENTS' GRAMMAR MASTERY AN WRITING ABILITY AT ELEVENTH GRADE OF SMAN 2 KUOK
Alamat	: Kuok
Lokasi	: SMA NEGERI 2 KUOK KABUPATEN KAMPAR

Dengan ini menyatakan bahwa nama dibawah ini benar sudah melakukan Penelitian/Riset di SMAN 2 Kuok mulai tanggal 13 Juli s/d 13 September 2021.

Demikian surat keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Kuok, 13 September 2021  
Kepala Sekolah



**FRIDANUR, S.Pd**  
NIP. 197302022007012008





UIN SUSKA RIAU

Monor  
Sifat  
Isang  
Hal

UIN SUSKA RIAU

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Un.04/F.II.4/PP.00.9/5809/2021

Pekanbaru, 11 Juni 2021

Biasa

**Mohon Izin Melakukan PraRiset**

Kepada  
Yth. Kepala Sekolah  
SMAN 2 Kuok  
di  
Tempat

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau  
dengan inimeritahukan kepada saudara bahwa :

Nama : MUHAMMAD ALDI  
NIM : 11614100994  
Semester/Tahun : X (Sepuluh)/2021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang  
berhubungan denganpenelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada  
mahasiswa yangbersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd. NIP.  
19660410 199303 1 005



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftar\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/6221/2021  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 25 Juni 2021 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

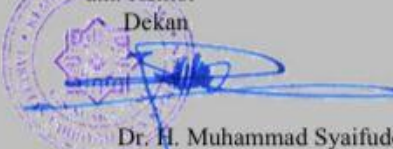
Rector Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MUHAMMAD ALDI  
NIM : 11614100994  
Semester/Tahun : X (Sepuluh) / 2021  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Correlational Study Between Students' Grammar Competence and Writing Ability of the Eleventh Grade at SMAN 2 Kuok  
Lokasi Penelitian : SMAN 2 Kuok  
Waktu Penelitian : 3 Bulan (25 Juni 2021 s.d 25 September 2021)

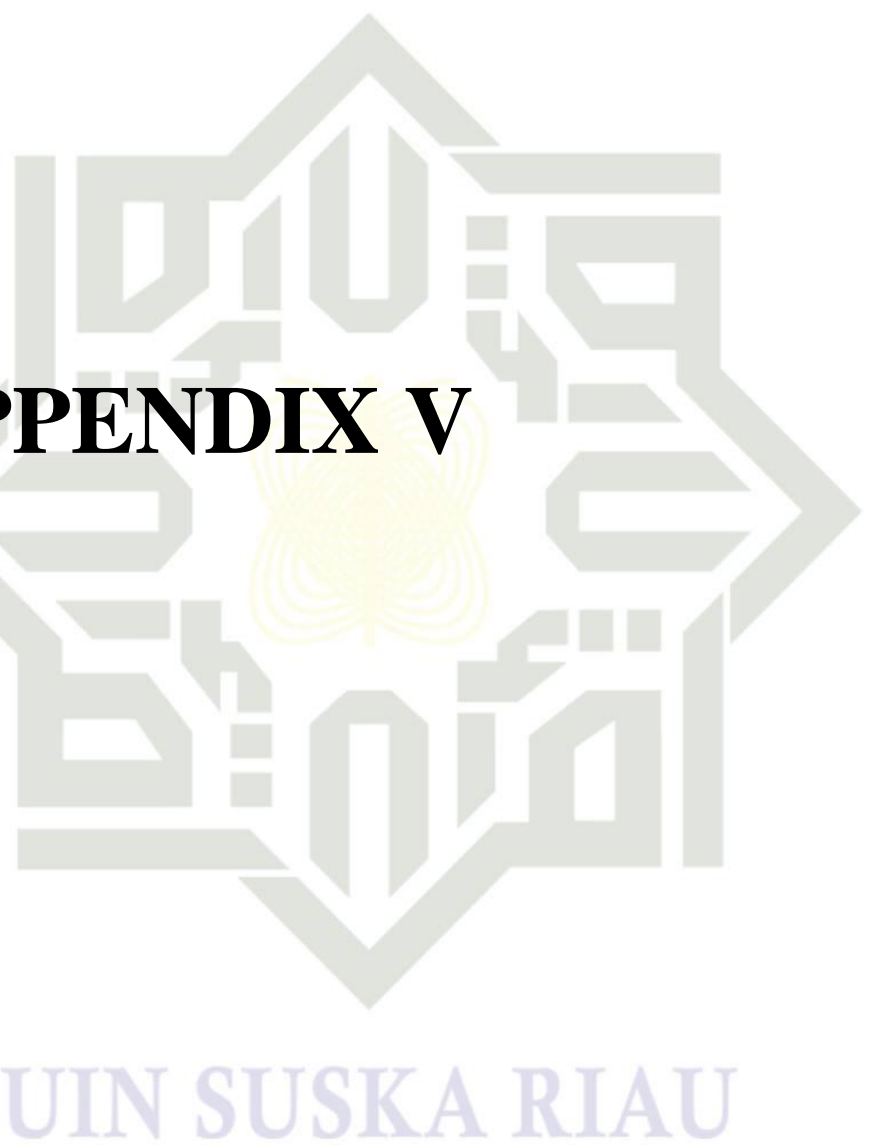
Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
Dekan  
  
Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP. 19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

# APPENDIX V



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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## CURRICULUM VITAE

### PERSONAL INFORMATION



**Muhammad Aldi** is the second son of Mr. Zulkifli and Mrs. Yelmi. He was born on July, 31<sup>st</sup> 1998 in Kuok, Kampar. He has 1 older brother and 1 younger sister, its Abdi Ihsan and Zahira Rahmi. He lives in Jl. Mahasantri, Perumahan Mustamindo Permai, Blok I No 12, Panam, Pekanbaru.

In 2010, he graduated from SDN 002 Terpadu Kuok. Then he continued his study at MTsN Model Kuok. He finished the senior high school study at MAN Kuok on 2016.

He accepted as a student of Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On June 2019, he was doing KKN (Kuliah Kerja Nyata) in Laboy Raya of Bangkinang Regency. He also did Pre-Service Teacher Practice at SMKN Pekanbaru.

While doing the study he joined organizations such as Students Associations of Kuok (HIMAKU) and also worked as Liaison Officer in PORDA Riau on 2017.