
(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1 Degree

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ABSTRACT

THE INFLUENCE OF USING INDUCTIVE APPROACH TOWARDS STUDENTS’ SIMPLE PRESENT TENSE MASTERY AT THE SECOND SEMESTER OF EIGHTH GRADE STUDENTS AT SMPN 9 BANDAR LAMPUng IN THE ACADEMIC YEAR OF 2015/2016

By
Ahmad Saiful Bahri

Grammar is one of the English components that should be learned to support four English skills. By learning grammar, we will know how to make a good sentence with the right meaning. The objective of the research is to find out whether there is a significant influence of using inductive approach towards students’ simple present tense mastery at the second semester of eighth grade students at SMPN 9 Bandar Lampung in the academic year of 2015/2016. It is expected that the result of the study would provide a deeper understanding about inductive approach for English teacher, for students and also for other writers.

The research methodology used was quasi experimental research. The design of this research was pre-test and post-test design. The population of this research was the eighth grade of SMPN 9 Bandar Lampung. The researcher chose the sample randomly by using cluster random sampling. There were four steps in conducting this quasi-experimental research: try out, pre-test, treatment, and post-test. The writer conducted five meetings for treatments. This researcher used pre-test and post-test to find out students’ simple present tense mastery before the treatment and after the treatment. In collecting the data, the writer used the instrument in the form of multiples choice question. After giving posttest, the writer analyzed the data by using t-test formula.

From the data analysis, it was found out that the result of t-test was 3.872. This result of $t_{critical}$, with level significant 0.05 was 2.00. Due to $t_{observed}$ is higher than $t_{critical}$ (3.872>2.00), so $H_a$ is accepted. It can be concluded that there is a significant influence of inductive approach towards students’ simple present tense mastery at the second semester of eighth grade of SMPN 9 Bandar Lampung.

Keywords: Inductive Approach, Simple Present Tense, Quasi Experimental Design.
Title: THE INFLUENCE OF USING INDUCTIVE APPROACH TOWARDS STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE SECOND SEMESTER OF EIGHTH GRADE STUDENTS AT SMPN 9 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

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DECLARATION

I declare that this thesis entitled “The Influence of Using Inductive Approach towards Students’ Simple Present Tense Mastery at the Second Semester of Eighth Grade Students at SMPN 9 Bandar Lampung in the Academic Year of 2015/2016” is completely my own work. I am fully aware that I have quoted some statement and ideas from various sources and these are properly acknowledged in the text.

Bandar Lampung, 2017

Declared by,

Ahmad Saiful Bahri
“It is Allah who brought you forth from the wombs of your mothers when you knew nothing and Allah gave you hearing and sight and intelligence and affection: that you may give thanks to Allah.” (An Nahl: 78) \(^1\)

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father (The late) Mr. H. M. Sarno and my mother Mrs. Marinah who always prays for my success.

2. My beloved lecturers, who have made me grow up and contributed much for myself development.

3. My Almamater IAIN Raden Intan Lampung
CURRICULUM VITAE

The researcher’s name is Ahmad Saiful Bahri. He was born in Gisting, on October 10th, 1993. He is the sixth child of (The late) Mr. H. M. Sarno and Mrs. Marinah.

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Alhamdulillah the greatest gratitude is to Almighty Allah, for the guidance and blessing so that the writer is finally able to write her thesis entitled “The Influence of Inductive Approach towards Students’ Simple Present Tense Mastery at the Second Semester of the Eighth Grade Students of SMPN 9 Bandar Lampung at the Academic year of 2015/2016”. This thesis is written as a part of the requirements of S-1 Degree in the English Study Program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies IAIN Raden Intan Lampung. When done this thesis, the writer has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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11. His friends of PBI E who have shared the knowledge, and also for all my friends of English Program of IAIN Raden Intan Lampung

Finally, the researcher is fully aware that this thesis is still far from the perfect. Any correction, comments and criticism for the improvement of this thesis are always open-heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, 2017
Researcher,

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CHAPTER 1
INTRODUCTION

A. Background of the Problem

Grammar is one of the English components that should be learned to support four English skills. Grammar is a description of the rules that govern how languages’ sentences are formed.1 By learning grammar, we will know how to make a good sentence with the right meaning. When we want to write or speak, we will find the difficulties in delivering our purpose in the right way if we do not know well about grammar.

For English learners, especially Indonesian, learning grammar is important because the grammatical rules of Indonesian and English are different. If they directly translate the Indonesian words to English without noticing the grammar, the sentence will be difficult to understand because the sentence structure will not in a good form. We know that, in Indonesia there are no differences of verb which is used to express action in the past, present, or future.

Many people consider that learning grammar is difficult to do, but understanding the grammar of the language that we are learning is essential to become a good learner. By knowing the grammar well, students will express what they want correctly. However, if they are wrong in understanding the rule of grammar, it can make them confused in making a good sentence related to the time. Therefore, it can be said that grammar is important to help us arrange or make a good sentence.

Ideally, the students who have graduated from junior high school are able to use English and they are hoped to master it especially tenses because they have been learning English for several years. However, in fact, most graduated students of junior high school are not being able to master the tenses well. It was because the lack of interest in learning English grammar, especially in tenses.

Related to the previous explanations, the researcher found some problems faced by the students at SPMN 9 Bandar Lampung as the goal of the learning process has not been achieved maximally yet. It can be seen from the students’ low achievement in English, besides there were many students who could not use English for communication.

Based on the preliminary research that was done by the researcher at SMPN 9 Bandar Lampung, the researcher interviewed Mrs. Rini Gusnainy, S.Pd as the English teacher to get the data about the students’ grammar ability. She said that the students’ grammar ability was still low including tenses mastery. Many
students got the low score when she gave a test of tenses. The criteria of minimum mastery (KKM) at SMPN 9 Bandar Lampung for English lesson is 75.\textsuperscript{2}

The students’ tenses score can be seen in Table 1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classes</th>
<th>Score</th>
<th>Total Students in the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>VIII D</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>VIII E</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>VIII F</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>VIII G</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>VIII H</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>137</td>
<td>237</td>
</tr>
</tbody>
</table>

Source: English teacher’s documentation of SMPN 9 Bandar Lampung

From Table 1, it can be concluded that only 100 students in eighth grade or 42\% from 237 students got the higher score than 75. Meanwhile, 137 students or 58\% of the students in eighth grade got the lower score than 75. It means that most of the students still have difficulties in mastering tenses and their score is under the KKM.

\textsuperscript{2}Rini Gusnainy, S.Pd, English Teacher of SMPN 9 Bandar Lampung, July 2015. (an interview)
From the result of the interview conducted by researcher to the students at SMPN 9 Bandar Lampung, the researcher found that they have difficulties in learning grammar. It is caused by the approach that teacher used is not effective in learning process. The teacher had to attempt to find the appropriate approach in giving the material. By the appropriate and interesting approach, the teacher could help the students to be more active in learning process and improve their ability in English. From the students’ explanations, the teacher used monotonous way in teaching tenses. The teacher only explained about the definition and formula of the tenses. According to the result of student interview, they have some difficulties in mastering simple present tense. Most of the students confuse in using s or es at the verb when they make negative sentence.

The researcher interviewed the teacher to know about what approach she used in teaching tenses. The teacher said the same thing as the students said. When teaching tenses, the teacher explained to the students about the definition and the function of tenses. After that, she explained to the student how to form a sentence with the formula of that tenses until the students understand. It can be concluded that, the teacher used deductive approach. By explaining the rules of the tenses and then giving the examples, it can make the learning become teacher centre. Less interaction of the students makes them feel bored. This problem can be solved by changing the approach in teaching tenses.
One of approach that could be used in teaching grammar was inductive approach. Inductive approach starts with some examples from which a rule is inferred.\(^3\) Inductive approach is an approach that gives priority to the learners. Inductive approach makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent was for students to “notice”, by way of the examples, how the concept works. This approach supposes able in making the students more active in teaching learning process.

This approach had ever used by some researchers in their research. One of them was the thesis from Halifatur Rahman entitled “The Effect of Using Inductive Approach on the Seventh Grade Students’ Tense Achievement at MTs. Sunan Ampel Kertosuko Krucil Probolinggo in the 2012/2013 Academic Year”\(^4\). The research design used in this research was experimental research with the post-test only groups design. The population of this research was all the seventh grade students of MTs Sunan Ampel Kertosuko Krucil Probolinggo that consisted of three classes. The result of the research was the inductive approach had a significant effect on the seventh grade students’ tense achievement at MTs Sunan Ampel Kertosuko Krucil Probolinggo in the 2012/2013 academic year. In other words, the experimental group that was taught by using the inductive approach

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\(^3\)Scott Thornburry, *Op cit*, p. 29.
got better achievement than that of the control group that was taught by using the deductive approach.

The information above motivated the researcher to explore the influence of using inductive approach towards the students’ tenses mastery, especially in simple present tense. Therefore, the researcher formulated his research entitles “The Influence of Using Inductive Approach Towards the Students’ Simple Present Tense Mastery at the Eighth Grade Students of SMPN 9 Bandar Lampung in the Academic Year of 2015/2016.”

B. Identification of the Problem

Based on the background, the researcher identified the problem as follows:

1. The students got the difficulties in learning simple present tense
2. The students tenses score was still low
3. The teacher’s approach in teaching grammar was not effective

C. Limitation of the Problem

In this research, the researcher focused on the influence of using inductive approach towards the students’ simple present tense mastery at the eighth grade of SMPN 9 Bandar Lampung in the academic year of 2015/2016.
D. Formulation of the Problem

In relation to the research background, the formulation of the problem was “is there any significant influence of using inductive approach towards the students’ simple present tense mastery at the eighth grade of SMPN 9 Bandar Lampung in the academic year of 2015/2016?”

E. Objective of the Research

The objective of the present research was to know whether there is an influence of using inductive approach towards the students’ simple present tense mastery at the eighth grade of SMPN 9 Bandar Lampung in the academic year of 2015/2016.

F. Uses of the Research

1. Theoretically, it may support the theories that inductive approach can be applied to teach grammar, especially simple present tense.
2. Practically, it may inform the teacher how to teach grammar especially simple present tense by using inductive approach.
G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the second semester of the eighth grade of SMPN 9 Bandar Lampung in the academic year of 2015/2016.

2. Object of the Research

The object of the research was the influence of using inductive approach towards students' simple present tense mastery.

3. Place of the Research

The research conducted at SMPN 9 Bandar Lampung.

4. Time of the Research

The research conducted at the second semester of the 2015/2016 academic year.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Concept of Teaching English as Foreign Language

English is a foreign language. It is taught in schools, often widely, but it does not play an essential role in national or social life.\(^5\) In Indonesia, English is as a foreign language and English has been a subject of learning in Junior High School, Senior High School, and University level. At Senior High School level, English is as a compulsory subject where the students study four skills in English: listening, speaking, reading, and writing. English subject is one of curricula’s programs that have purposes to develop the students’ competence in terms: attitude, knowledge, and skill.\(^6\)

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.\(^7\) It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

\(^5\) Geoffrey Broughton, \textit{et.al.}, \textit{Teaching English as a Foreign Language} (2\textsuperscript{nd} Ed.), New York: Routledge. 1980, p. 6

\(^6\) PerMenDikBud No. 59 Tahun 2014, available on line at: http://hukor.kemdikbud.go.id/asbodoku/media/peruu/permen_tahun2014_nomor059.zip accessed on March, 12\textsuperscript{th} 2014

\(^7\) D.A Wilkins, \textit{Linguistics in Language Teaching}, London: Edward Arnold Publisher. 1980
Teaching English as a foreign language is not easy because the students do not use English for daily communication. The students just use English when they have an English class. Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process. This is supported by Crystal who stated, “If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.”

Based on those explanations, the researcher concludes that teaching English as a foreign language has important function to the students where they can use English for many things in life. By mastering English, the students will not feel difficult if they continue their study abroad. The students can also participate in growth of the globalization era because most of technology uses English.

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2. Concept of Grammar

The word ‘grammar’ has several meanings according to some experts. According to Harmer, “grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language”\(^9\). It means that grammar explains how the words change and it shows how to make the words in a sentence of one language.

Meanwhile, according to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.\(^10\) It means that the relationship of words in a sentence is built by grammar. Grammar is a description of the rules that govern how languages’ sentences are formed.\(^11\) It can be said that grammar has an important role to make a good sentence form.

In his book, Dykes said “grammar deals with the abstract system of rules in term of which a person’s mastery of his native language can be explained”\(^12\). From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative

purpose and function of language are reflected in grammar, it is necessary the language learners to acquire good grammar.

It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

Grammar has many rules of a language that should be understood by the English learners. One of them is tense. Tense may indicate whether an activity or state is, was, or will be completed or whether it is, was, or will be in progress over period of time. In learning English as a foreign language, it is very important to know the rules of tenses as part of grammar. By knowing the rules of tenses, the students are believed to be able to construct good sentences in English communication. In other words, it is believed that by mastering the tenses as one aspect in English grammatical structure, the students will be able to communicate in English correctly.
From those explanations, it can be concluded that grammar is the description of the ways in which words can change their forms and can be combined into sentences and it describes how the sentences are formed.

3. Concept of Tenses

In learning English, tenses are the important factor for the learners to make their language become systematic. English has different rules for the different time and situation. Because of that, the learners must master about tenses.

The word ‘tense’ is from Latin tempus meaning time. Tense is indicated whenever we use a finite verb. A useful way to explain tense to students is facing the students and making symbolic gestures. As the direction of reading in English is from left to right, we use a corresponding sequence. To the students’ left we indicate something occurring in the past. Directly in front indicates something occurring now, in the present, and to the right something which is to happen in the future.

Tense is the grammatical expression of relative time. Situations being communicated in clauses are often anchored in relation to a reference point, usually the moment the clause is spoken, i.e., “now.” If we think of time as a line, with “now” represented by a point moving from left to right, we can imagine relative time in terms of Figure. Time that is on the left side of now is

\[\text{Ibid. p. 44.}\]
past, and time on the right side of now is future. Now is of course the present.\textsuperscript{14} It can be said that the different activities in the different time have the different way to express in writing form or spoken.

According to Wishon and Burks, tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.\textsuperscript{15} It means, the time that has the correlation with the actions is understood by the speaker, reader, or listener.

A tense system is a system associated with the verb where the basic contrasts in meaning has to do with the location in time of the situation, or the part of it under consideration. Past and present times are relational concepts. Usually past time is understood as time preceding the time of speaking and present time is time simultaneous with the time of speaking.\textsuperscript{16} It can be said that the time of the situation has to be considered to determine the concept of tense.

From some explanations, it can be concluded that the word ‘tense’ is from Latin \textit{tempus} meaning time as the grammatical expression of relative time that indicated whenever we use a finite verb that should be pointed out that time in

\begin{thebibliography}{9}
\bibitem{15} George E. Wishon and Julia M. Burks, \textit{Let's Write English}, Canada: Van Nostrand Reinhold Ltd, 1980, p. 192
\end{thebibliography}
relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are a verb form that are used in certain time so it must be mastered by the students.

4. Concept of Simple Present Tense

Simple Present Tense indicates that an action is present, or now. Simple Present Tense occurs in the present but that are not necessarily happening right now. The Present Tense uses the verb's base form (write, work), or for third-person singular subjects, the base form plus an -s ending (he writes, she works).

Simple present tense is used to indicate completed in the everyday activities. Azar states that the simple present is used to express habitual or everyday activities. It can be said that the present tense indicates that an action is present, now, relative to the speaker or researcher. Generally, it is used to describe actions that are factual or habitual--things that occur in the present but that are not necessarily happening right now: "I use my bike to get around town." is in the present, but I am not actually on my bike right now.

---

The uses of simple present tense:

1. To explain the activities done because of habitual action.

2. To explain the general truth

3. In exclamatory sentences that started with here and there.\(^{19}\)

Present tense habitual activities are frequently signaled by time expressions such as the following:

<table>
<thead>
<tr>
<th>Table 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>all the time</td>
</tr>
<tr>
<td>always</td>
</tr>
<tr>
<td>every class</td>
</tr>
<tr>
<td>every day</td>
</tr>
<tr>
<td>every holiday</td>
</tr>
<tr>
<td>every hour</td>
</tr>
<tr>
<td>every year</td>
</tr>
</tbody>
</table>

There are only two basic forms for the simple present tense; one ends with -s and the other does not. Here are the rules, using the example verb "sing".\(^{20}\)

<table>
<thead>
<tr>
<th>Table 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>You</td>
</tr>
<tr>
<td>He</td>
</tr>
<tr>
<td>She</td>
</tr>
<tr>
<td>It</td>
</tr>
<tr>
<td>We</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>


In other words, only Third Person Singular subjects (he, she and it) have to have a verb with -S. With most verbs, the third person singular form is created simply by adding -S. However, with some verbs, you need to add -ES or change the ending a little. Here are the rules:

<table>
<thead>
<tr>
<th>Verb ending in</th>
<th>How to make the 3rd person singular</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>Add -ES</td>
<td><em>He passes</em></td>
</tr>
<tr>
<td>Z</td>
<td>Add -ES</td>
<td><em>She waltzes</em></td>
</tr>
<tr>
<td>sh</td>
<td>Add -ES</td>
<td><em>She wishes</em></td>
</tr>
<tr>
<td>ch</td>
<td>Add -ES</td>
<td><em>He watches</em></td>
</tr>
<tr>
<td>X</td>
<td>Add -ES</td>
<td><em>She mixes</em></td>
</tr>
<tr>
<td>O</td>
<td>Add -ES</td>
<td><em>He goes</em></td>
</tr>
<tr>
<td>consonant + y</td>
<td>Change Y to I, then add -ES</td>
<td><em>It flies</em></td>
</tr>
<tr>
<td>[anything else]</td>
<td>Add -S</td>
<td><em>He sings</em></td>
</tr>
</tbody>
</table>

The Characteristics:

1. Predicate sentence always use Verb1 for plural noun and Verb1+ S/ES for singular noun

2. Interrogative sentences add Do/Does or Is/are in front of subject, if negative sentences add Do/Does + not or Is/Are + not in front of the subject or after the subject.

From explanation above it can be concluded more specific as follows:
1. Verbal Sentence
   
a. Subject (He, she, it, Name)

   1) Positive form: Subject + Verb1(s/es) + O/Adv

      Example: He drinks a cup of milk every morning

   2) Negative form: Subject + does + not + Verb1

      Example: Roger does not drink a cup of milk every morning.

   3) Interrogative form: Does + Subject + Verb1

      Example: Does she drink a cup of milk every morning?

   4) Question words form: Question word + does + Subject + Verb1?

      Example: What does he drink?

b. Subject (They, We, I, You, Plural noun)

   1) Positive form: Subject + Verb1 + O/Adv

      Example: We drink a cup of milk every morning.

   2) Negative form: Subject + do + not + Verb1

      Example: I do not drink a cup of milk every morning.

   3) Interrogative form: Do + Subject + Verb1 + O/Adv?

      Example: Do they drink a cup of milk every morning?
4) Question words form: Question word + does + Subject + Verb1 ?

Example: What do you drink?

2. Nominal Sentence

The verb of nominal sentence is be (is, am, are).

a. Subject (He, she, it, Roger, Name)

1) Positive form: Subject + is + C.

Example: He is a doctor.

2) Negative form: Subject + is + not + C.

Example: Roger is not a doctor.

3) Interrogative form: Is + Subject + C.

Example: Is it a cat?

4) Question words form: Question word + is + Subject?

Example: Who is she?

b. Subject (They, We, You, Plural noun)

1) Positive form: Subject + are + C.

Example: They are doctors.

2) Negative form: Subject + are + not + C.
Example: You are not a doctor.

3) Interrogative form: Are + Subject + C.

Example: Are the boys happy?

4) Question words form: Question word + are + Subject?

Example: Who are they?

c. Subject (I)

Formula: (+) Subject + am

(-) Subject + am + not

(?) Am + subject?

(WH) Question word + am + Subject

5. Students’ Simple Present Tense Mastery

Mastering grammar could make the students organize well their sentences both in oral and in written form. Tenses were some of them. One kind of tenses was simple present tense. Generally, simple present tense expresses events or situations that exist always, usually habitually; they exist now, have existed in the past, and probably will exist in the future.21

In the other side, mastery is a condition of having complete control of knowledge.\textsuperscript{22} It means that mastery is having a broad skill of knowledge in understanding the certain object.

In mastering the simple present tense, students have to know the positive, negative and interrogative sentences for both nominal and verbal form with the appropriate time signal. In verbal form, they have to differ verbs which one is added by “s/es” or without “s/es” and they know the function of do/does as the auxiliary verbs. In nominal form, they have to know the use of linking verb or to be of simple present tense. They are am, is and are.

From the explanations, the students’ simple present tense mastery in this research is a condition of having complete control of knowledge or having a broad skill of knowledge in constructing positive, negative, and interrogative sentences of simple present tense for both nominal and verbal form with the proper use of time signal.

6. **Concept of Inductive Approach**

In the English tense teaching learning process, the students were expected to understand the materials given by the teacher to reach the objective of learning. In this case, the role of the teacher in selecting the appropriate

\begin{itemize}
\end{itemize}
approach has an important role. The teacher has to think and consider what materials are going to be taught and how to teach them. The inductive approach is one of the teaching approaches that deal with generalization. It is a concept that works from specific examples to general rules or formulas.

Brown says that inductive approach is appropriate to teach grammar.\(^{23}\) An inductive approach starts with some examples from which a rule is inferred.\(^{24}\) In teaching grammar, teachers present the examples at the beginning then generalizing rules from the given samples.

According to Widodo, Inductive approach can also be called rule discovery learning. It suggests that a teacher teaches grammar starting with presenting some examples of sentences. In this sense, learners understand the rule from the examples.\(^{25}\)

Inductive approach makes use of student noticing. Instead of explaining a given concept and following this explanation with examples, the teacher presents students with many examples showing how the concept is used. The intent is for students to notice, by way of the examples, how the concept works.


\(^{24}\) Scott Thorn burry, *Op Cit*, p. 29.

Using the grammar situation above, the teacher presented the students with a variety of examples for a given concept without giving any explanation about how the concept is used. When students see how the concept is used, it is hoped that they would notice how the concept is to be used and determine the grammar rule. As a conclusion to the activity, the teacher can ask the students to explain the grammar rule as a final check that they understand the concept.

In inductive approach, there is a noticing. Noticing is the process of students becoming aware of something in particular; as mentioned above in the inductive approach, noticing can be used to teach a grammar concept when students are given the examples, and they come to understand the rule by noticing what those examples have in common. Schmidt uses the term noticing to describe the condition which is necessary if the language a student is exposed to is become language that he or she taken in.26

First, when the teachers speak at a more advanced level, they are giving the students constant opportunities to notice the differences between the teacher’s speech and theirs. This way each student can become aware of the differences at his own pace. The second is the teachers can provide students with opportunities for noticing simply by putting posters up in the classroom in the target language.

26Jeremy Harmer, Op Cit, p. 73.
In conclusion, in the inductive learning, the students work with examples of various grammar rules and they attempt to work out the underlying concept for themselves. At the near end of the learning, the teacher could ask the students to explain the grammar rule. After that, the teacher explained what the right rule of the examples is and the student will compare with their work.

7. Procedure of Teaching Tense by Using Inductive Approach

In the case of grammar teaching, there are two main approaches. These were deductive approach and inductive approach. In the fact, deductive and inductive approaches have the common goal of teaching grammar. They separate from each other in terms of way of teaching.

This is the basic ideas behind this inductive approach to English grammar teaching, which can be roughly characterized as the following four steps:

a. Students are given a representative set of sentences about an area of English grammar;

b. Students are asked to generalize a grammatical rule of English sentences;

c. Students are asked to check and test the grammatical rule against new sentences about the same area of English grammar;

d. Students are asked to revise the grammatical rule to accommodate the new sentences.\footnote{ZhouKe, An Inductive Approach to English Grammar Teaching, East Bay: California State University, 2008. vol 12, p. 6.}
The procedures could be made in form of pre-activity, whilst, and post-activity. The first was Pre-Activity; the teacher prepared many examples of simple present tense. Then the teacher opened the class by greetings. After that, the teacher checked the attendance list.

While activity, the teacher gave the introduction about simple present tense without giving the grammar rule of it. Then the teacher wrote many examples of simple present tense on the white board. Besides, if the teacher did not want to spend time by writing on the white board, the teacher can prepared many examples in a paper and copy the paper as many as students then distributed to all students.

After the teacher gave those many examples to the students, the teacher asked the student notice the examples. After that, the teacher asked the students to find the grammar rule from each example. However, before the teacher asked the student to find the grammar rule, the teacher made sure that the students knew how to identify a sentence. The teacher gave the freedom to the students to apply their own opinion in determining the grammar rule of the example with controlling. The teacher asked the individual volunteers to try explaining or writing the concept of the example on the white board. In the end, the teacher explained the real rule of the tenses and compare with the students’ work.
8. Advantages and Disadvantages of Inductive Approach

Inductive approach has some advantages.

a. Learners are trained to be familiar with the rule discovery. This could enhance learning autonomy and self-reliance.

b. Learners’ greater degree of cognitive depth is “exploited”.

c. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.

d. The approach involves learners’ pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.

e. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

Nevertheless, this approach has some disadvantages.

a. The approach is time and energy consuming as it leads learners to have the appropriate concept of the rule.

b. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.

c. The approach can place emphasis on teachers in planning a lesson.

d. It encourages the teacher to design data or materials taught carefully and systematically.
e. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rules.\textsuperscript{28}

9. **Concept of Deductive Approach**

According to Thorn Burry, a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.\textsuperscript{29} Meanwhile, According to Widodo, a deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.\textsuperscript{30}

Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences.

\textsuperscript{28}Scott Thorn burry, *Op Cit*, p. 54.
\textsuperscript{29}Ibid, p. 29.
10. Procedure of Teaching Tense by Using Deductive Approach

In a deductive teaching teacher is the authority in the classroom. The main role of teacher is to present the new grammar item to the learners. Second role is to prepare exercises for the students. Teacher is the organiser and controller of the classroom. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by teacher and finally they begin to produce their own examples.

In the case of the application of the deductive approach, therefore, Michael Swan outlines some guidelines for when the rule is presented. Among them are:

a. The rules should be true;
b. The rules should show clearly what limits are on the use of a given form;
c. The rules need to be clear;
d. The rules ought to be simple;
e. The rules needs to make use of concepts already familiar to the learners;
f. The rules ought to be relevant.

Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students’ comprehension and allow learners to have a chance to personalize the rule.31

31 Ibid, p. 126.
11. Advantages and Disadvantages of Deductive Approach

Deductive approach has some advantages.

a. The deductive approach goes straight forwardly to the point and can, therefore, be time-saving.

b. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples.

c. A number of direct practice/application examples are immediately given.

d. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.

e. It confirms many learners’ expectations about classroom learning particularly for those who have an analytical style.

This approach has some disadvantages.

a. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.

b. Younger learners may not able to understand the concepts or encounter grammar terminology given.

c. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.

d. The explanation is seldom as memorable as other forms of presentation.
e. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.\textsuperscript{32}

B. Frame of Thinking

One of the factor make the student were lack in learning grammar was the approach used by the teacher. In this research, the researcher applied the approach that was able to develop the students’ tenses mastery, especially in simple present tense. Because the deductive approach was not effective, the researcher chose the inductive approach in teaching simple present tense.

Based on some theories above, the researcher assumed that inductive approach was a good approach in teaching learning process to improve the students’ present tense mastery. This approach could make the students familiar with rule discovery. Students were more interested and challenged with solving problem. Therefore, it could motivate the students in studying present tense and made the student interest of it.

The researcher thought that English teachers should create the comfortable and fun situation in learning process. Moreover, with this approach, the learners were more active in the learning process, rather than being simply passive recipients. In this activity, they were motivated.

\textsuperscript{32} Ibid, p. 127.
C. Hypothesis

Based on the theories and frame of thinking, the hypothesis of this research could be formulated as follows:

**Ha**: There is a significant influence of using inductive approach towards students’ simple present tense mastery at the eighth grade students of SMPN 9 Bandar Lampung in the academic year of 2015-2016

**Ho**: There is no a significant influence of using inductive approach towards students’ simple present tense mastery at the eighth grade students of SMPN 9 Bandar Lampung in the academic year of 2015/2016
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research was an experimental research and the design was quasi-experimental design. The goal of experimental research was to determine whether a causal relationship exists between two or more variables. Because the experiment involved control and careful observation and measurement, this research method provided the most convincing evidence of the effect that one variable has on another.\(^{33}\) It means that the research tried to find the effect of one variable to the other by observation and measurement.

In addition, the subject of this research was the eighth grade students of SMPN 9 Bandar Lampung in the academic year of 2015/2016 which consisted of eight classes. The design used two classes, one class as the experimental class that received the treatment of inductive approach and another as control class that was taught by using deductive approach. This design used pre-test to find out the students’ ability before the treatment and used post-test to find the student’s tenses ability after doing the treatment.

The design was illustrated as follows:\textsuperscript{34}

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Independent Variable</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Y\textsubscript{1}</td>
<td>X</td>
<td>Y\textsubscript{2}</td>
</tr>
<tr>
<td>C</td>
<td>Y\textsubscript{1}</td>
<td>O</td>
<td>Y\textsubscript{2}</td>
</tr>
</tbody>
</table>

Notes:

E : experimental class
C : control class
Y\textsubscript{1}: Pre-test
Y\textsubscript{2}: Post-test
X : Treatment through inductive approach
O : Treatment through deductive approach

B. Variables of the Research

There are two variables investigated in this research. They were independent variable and dependent variable. Independent variable was variable selected by the researcher to determine the effect on or relationship with the dependent variable.\textsuperscript{35} Independent variable in this research was inductive approach (X). Dependent Variable was observed to determine what effect, if any other types of

\textsuperscript{34}Ibid. p 316.
variable may have on it. Dependent variable in this research was students’ present tense mastery (Y).

C. Operational Definition of Variables

The operational definitions of variables of the research were as follows:

1. Inductive approach in teaching grammar is an approach that does not give the rule of the grammar at the beginning of learning process, instead at the end of learning. The students work with examples of various grammar rules and they attempt to work out the underlying concept for themselves. At the near end of the learning, the teacher could ask the students to explain the grammar rule. After that, the teacher explained what the right rule of the examples is and the student will compare with their work.

2. The students’ simple present tense mastery in this research is a condition of having complete control of knowledge or having a broad skill of knowledge in constructing positive, negative, and interrogative sentences of simple present tense for both nominal and verbal form with the proper use of time signal.

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36Ibid, p. 10.
D. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.\textsuperscript{37} The population of this research was the eighth grade students of SMPN 9 Bandar Lampung in the academic year of 2015/2016. It consisted of eight classes and 237 students.

<table>
<thead>
<tr>
<th>No.</th>
<th>Classes</th>
<th>Gender</th>
<th>Total Students in the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VIII A</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>VIII D</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>VIII E</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>VIII F</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>VIII G</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>VIII H</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>88</td>
<td>149</td>
</tr>
</tbody>
</table>

E. Samples

The sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group. Those characteristics will have a conceptual or theoretical definition and an operational definition.\textsuperscript{38} Meanwhile, McMillan stated that the sample can be


\textsuperscript{38}James Schreiber, Kimberly Aner-Self, *Op Cit*, p. 83.
selected from a large number group of persons, identified as the population or it can simply refer to the group of subject from whom data are collected.\textsuperscript{39} It could be said that sample was the part of the population taken for the research. The sample of this research is two classes of eighth grade at SMPN 9 Bandar Lampung in the academic year of 2015/2016. They were as a control class and experimental class.

F. Sampling Technique

The researcher used cluster random sampling because the populations were in group and homogenous. Cluster sampling occurred when the population is already divided into natural, pre-existing groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and so on.\textsuperscript{40} The researcher took two classes of the eighth grade. A class is as experimental class, and a class as control class. The name of each class wrote in a small piece of paper and the paper rolled and put in a box. After that, the box was shaken and the researcher took one of rolled paper as control class. Then the researcher took one again as the experimental class.

\textsuperscript{40} James Schreiber, Kimberly Aner-Self, \textit{Op Cit}, p. 89.
G. Data Collecting Technique

To collect the data, the researcher used pre-test and post-test. Pre-test was used to know the students’ simple present tense mastery before doing the treatment. The data of research were collected by using test. The purpose of giving test was to know the students’ ability in simple present tense. Post-test was used to know the students’ simple present tense mastery after they are taught by using inductive approach. The system and degree of difficulty of pretest and post-test were the same because it was used to measure the ability of the students in understanding simple present tense.

H. Research Instrument

In this research, the instrument was multiple choice question tests. This test was aim to measure the students’ simple present tense mastery. The test consisted of simple present tense with positive, negative, and interrogative form, the use of verbal and nominal sentence in simple present tense and time signals. Pre-test and posttest 40 items were multiple choices before validation. After validation, pre-test and posttest were 20 items of multiple choices.
Table 3.3
Table of Specification of Pre-Test and Post-Test before Validation

<table>
<thead>
<tr>
<th>Aspects</th>
<th>(+)</th>
<th>(-)</th>
<th>(?)</th>
<th>Number (even)</th>
<th>Number (Odd)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predicate Nominal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb to be (Am)</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>16, 24</td>
<td>-</td>
</tr>
<tr>
<td>Verb to be (Is)</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3, 9, 25, 29, 39</td>
</tr>
<tr>
<td>Verb to be (Are)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6, 10, 30</td>
<td>21, 35</td>
</tr>
<tr>
<td>Yes/no Question</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>12, 22</td>
<td>33</td>
</tr>
<tr>
<td>Time Signals</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>32, 38</td>
<td>-</td>
</tr>
<tr>
<td><strong>Predicate Verbal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliaries: Do/Does</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>4, 8,</td>
<td>13, 19, 27</td>
</tr>
<tr>
<td>Verb 1</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>28, 34, 40</td>
<td>5, 11</td>
</tr>
<tr>
<td>Verb 1 + s/es</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>2, 18, 20, 26</td>
<td>1, 7, 23</td>
</tr>
<tr>
<td>Yes/no Question</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>14</td>
<td>15, 17</td>
</tr>
<tr>
<td>Time Signals</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>31, 37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>11</strong></td>
<td><strong>9</strong></td>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Based on the table 3.3, there were classifications of the test items. There were 22 items of verbal form (verbal in positive: 13 items, verbal in negative: 6 items and verbal in interrogative: 3 items). Then, there were 18 items of nominal form (nominal in positive: 7 items, nominal in negative: 5 item and nominal in interrogative: 6 item. The total numbers of the test items are 40 items.

Table 3.4
Table of Specification of Pre-Test and Post-Test after Validation

<table>
<thead>
<tr>
<th>Aspects</th>
<th>(+)</th>
<th>(-)</th>
<th>(?)</th>
<th>Number (even)</th>
<th>Number (Odd)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Predicate Nominal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb to be (Am)</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>16, 24</td>
<td>33,</td>
</tr>
<tr>
<td>Verb to be (Is)</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>9, 25, 39</td>
</tr>
<tr>
<td>Verb to be (Are)</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>21,</td>
</tr>
<tr>
<td><strong>Predicate Verbal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliaries: Do/Does</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>13, 19, 27,</td>
</tr>
<tr>
<td>Verb 1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>28, 34</td>
<td>5,</td>
</tr>
<tr>
<td>Verb 1 + s/es</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>2, 20, 26,</td>
<td>1, 23,</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>6</strong></td>
<td><strong>4</strong></td>
<td><strong>10</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

20 20
Based on the table 3.4, there were classifications of the test items. There were 12 items of verbal form (verbal in positive: 8 items, verbal in negative: 2 items and verbal in interrogative: 2 items). Then, there were 8 items of nominal form (nominal in positive: 2 items, nominal in negative: 4 item and nominal in interrogative: 2 item. The total numbers of the test items are 20 items.

I. Research Procedures

Before the researcher applied the research, the researcher made some plans to conduct the research. There are some steps should be planned by researcher. The first was determining the subject. In this case, the researcher chose the eighth grade students of SMPN 9 Bandar Lampung in the academic year of 2015/2016 that consists of eight classes. Moreover, the researcher divided the classes into two, as the control and experiment class.

The researcher should prepare the pre-test that would be given to the students before doing the treatment to know their mastery in simple present tense. Besides, the researcher should determine the material to teach the students, of course about simple present tense. The researcher should prepare the post-test that will be given to the students after doing the treatment to know is there any significant influence in using inductive approach in teaching them.

When doing the research, the researcher conducted five meetings. Two meetings were for giving the students pretest and posttests, and three meeting were for
giving the students treatment. In the first meeting, the researcher introduced a little about himself, checked the attendance of the students, and then gave the pre-test to the student. In the second, third, and fourth meeting, the researcher conducted the treatment to experiment class using inductive approach, while in control class was taught by using deductive approach.

In the last meeting, the researcher gave the post-test to the student. The last point that the researcher must conduct in the research procedure is reporting. There were three steps: analyzing the data that was received from pre-test, analyzing the data that was received from post-test, and making a report on the findings.

J. Validity of the Test

A valid instrument has a high validity. On the other hand, the instrument which is lack of goodness has a low validity. Best and Kahn state that test is valid if it is measures what it claims to measure. It means that the test must have good validity so that the test can measure the aspects which will be measured. In this research, the researcher used content, construct and internal validity.

1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks,

---

41John W. Best and James V. Kahn, *Research in Education* (7th Ed.) (New Delhi, Prentice-Hall, 1995), p. 218
syllabi, objectives, and the judgments of subject matter specialists.\textsuperscript{42} It means that the content validity is based on the material, and the material is agreement with the objectives of learning.

The instrument of the test must be agreement with the objectives of learning in the school which is based on the syllabus. The test must be able the students’ simple present tense mastery at the eighth grade of junior high school. In this research, the researcher consulted the instrument to the English teacher of SMPN 9 Bandar Lampung. It was done to make sure that the instrument was valid.

2. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.\textsuperscript{43} It means that construct validity was focused on the aspects of the test which can measure the ability especially for simple present tense.

In this research, the researcher made multiple choice question tests that can measure the students’ simple present tense mastery. The researcher consulted the instrument to the English teacher SMPN 9 Bandar Lampung to make sure whether the instrument has been valid or not. After the researcher analyzed the instruments and he concerned that the instruments were valid. It could be seen the teacher agree with the all instrument. (see appendixes 11, 12, 13)

\textsuperscript{42} Ibid, p. 219.
\textsuperscript{43} Ibid
3. Internal Validity

To measure whether the test has a good validity, the researcher used the content validity and construct validity. These two validities were considered to be minimum requirements. Internal validity is mostly used for the validity of causal reasoning or causal conclusions and for the validity of the measurement procedure. In this study we use it more broadly as whether a proposition is valid for the target population or sample that has been studied (and not for a broader population).\(^{44}\)

The formula for the validity is as follows:

\[
r_{pbi} = \frac{M_p - M_t}{SD_t \sqrt{p \cdot q}}
\]

Where:

- \(r_{pbi}\) = coefficient validity
- \(M_p\) = the average score of the right answer
- \(M_t\) = the average of total score
- \(SD_t\) = standard deviation of total score
- \(p\) = proportional of the students who get right answer
- \(q\) = proportional of the students who get wrong answer\(^{45}\)

\(^{44}\)Bleijenbergh et al. Methodological criteria for the internal validity and utility of practice oriented research (Radboud University Nijmegen,:Springer Science+Business Media,2010), p.150

\(^{45}\)Anas, Sudijono, Pengantar Evaluasi Pendidikan, Jakarta: Rajawali Press, 2013. p.185
The validity analysis was held in three stages. In the first step, it was found 17 invalid items. Those were numbers 3, 6, 8, 10, 11, 14, 15, 17, 18, 22, 29, 30, 31, 32, 36, 37, and 38. Meanwhile the other 23 items were valid. Those were numbers 1, 2, 4, 5, 7, 9, 12, 13, 16, 19, 20, 21, 23, 24, 25, 26, 27, 28, 33, 34, 35, 39 and 40.

In the second step, it was found 3 invalid items. Those were numbers 7, 35, and 40. Meanwhile the other 20 items were valid; these were numbers 1, 2, 4, 5, 9, 12, 13, 16, 19, 20, 21, 23, 24, 25, 26, 27, 28, 33, 34, and 39.

In the third step, it was found that all items were valid. Those were numbers 1, 2, 4, 5, 9, 12, 13, 16, 19, 20, 21, 23, 24, 25, 26, 27, 28, 33, 34, and 39.

From the result of validity analysis of three stages for the test showed that there were 20 invalid items; those were numbers 3, 6, 7, 8, 10, 11, 14, 15, 17, 18, 22, 29, 30, 31, 32, 35, 36, 37, 38, and 40. Meanwhile the other 20 items were valid; those were numbers 1, 2, 4, 5, 9, 12, 13, 16, 19, 20, 21, 23, 24, 25, 26, 27, 28, 33, 34, and 39. (See appendixes 11, 12, 13)

K. Reliability of the Test

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test scores are. To see the reliability of the test, the researcher used KR-20 formulas as follows:
\[
     r_{11} = \left[ \frac{k}{k-1} \right] \left( \frac{V_t - \sum pq}{V_t} \right)
\]

\(r_{11}\): Reliability of the test

\(p\) : Total of the students who get right in the test

\(q\) : Total of the students who get wrong in test (\(q = 1 - p\))

\(\sum pq\) : Sum of \(p\) time \(q\)

\(k\) : Total items

\(V_t\) : Total variance

The criteria of reliability test are as follows:

- 0.800 – 0.100 : very high
- 0.600 – 0.800 : high
- 0.400 – 0.600 : medium
- 0.200 – 0.400 : low
- 0.000 – 0.200 : very low

From the data gained the result of reliability of pre-test and post-test was 0.834. Then, these results were to be consulted the category of reliability test. Based on the category, it known that the reliability test of pre-test and post-test were very high reliability since the score of reliability test on 0.800 – 0.100. (See appendix 14).


I. Data analysis

1. Normality Test

The normality was used to measure whether the data in the experimental class and control class are normal distributed or not. In this case, the researcher used the Lilliefors.\(^{48}\) Arrange the samples data from the lowest until the highest.

The hypotheses for the normality test formulate were:

\(H_0\): The data are normally distributed
\(H_a\): The data are not normally distributed

Where the criteria of acceptance or rejection of normality test are as follows:

\(H_0\) is accepted if \(L_{observed} > L_{critical}\), with \(\alpha = 0.05\)
\(H_a\) is accepted if \(L_{observed} < L_{critical}\), with \(\alpha = 0.05\)

2. Homogeneity Test

The homogeneity test was done in order to know the resemblance among population the homogeneity test used the test of two variances or fisher test.\(^{49}\)

The formula is follows:

\[
F = \frac{s_1^2}{s_2^2} \quad \text{where} \quad s^2 = \frac{n\Sigma x^2 - (\Sigma x)^2}{n(n-1)}
\]

Notes:

\(F\) : Homogeneity
\(s_1^2\) : The Highest Variance

\(^{49}\) Ibid, p. 466.
$s^2_2$: The Lowest Variance

The hypotheses tests are:

$H_0$: The variances of the data are homogenous

$H_a$: The variances of the data are not homogenous

Where the criteria of acceptance or rejection of homogeneity test are as follows:

$H_0$ is accepted if $f_{observed} > f_{critical}$, with $\alpha = 0.05$

$H_a$ is accepted if $f_{observed} < f_{critical}$, with $\alpha = 0.05$

3. Hypothetical Test

The data of this research were statistically analyzed. The researcher used control group pretest-posttest design where there were two groups (one control and one experimental group), therefore the data of the research were statistically analyzed with independent sample T-test to compare the mean of two different data from different groups.\textsuperscript{50} To measure the hypothesis, the researcher used T-test of the test as follows: T-test formula is:

$$T = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

<table>
<thead>
<tr>
<th>T</th>
<th>: T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mx</td>
<td>: Gain x</td>
</tr>
<tr>
<td>My</td>
<td>: Gain y</td>
</tr>
</tbody>
</table>

The hypotheses were:

\[ H_0: \text{There is no significant influence of using inductive approach towards students’ simple present tense mastery at the second semester of the eighth grade at SMPN 9 Bandar Lampung in the academic year of 2015/2016.} \]

\[ H_a: \text{There is significant influence of using inductive approach towards students’ simple present tense mastery at the second semester of the eighth grade at SMPN 9 Bandar Lampung in the academic year of 2015/2016.} \]

While the criteria acceptance or rejections of hypothesis test are:

\[ H_a \text{ is accepted if } t_{observed} > t_{critical} \]

\[ H_0 \text{ is accepted if } t_{observed} < t_{critical}, \text{ with } \alpha = 0.05 (5\%). \]
CHAPTER IV
RESULT AND DISCUSSION

A. Data Description

The researcher got the data in score form. The scores were derived from the test. There were two tests in this research, they were pre-test and post-test. The pre-test was held on Wednesday, March 23rd 2016. Before doing posttest, the researcher did the treatments for experimental class. The treatments were held on Wednesday, April 6th 2016 until Wednesday, April 13th 2016. The last was posttest which was held on Saturday, April 16th 2016.

1. Description of the First Treatment

The first treatment was held on Wednesday, April 6th 2016. The students looked nervous. Before doing treatment the researcher greeted the students, prayed together, checked the attendant list, and gave motivation to make them interested in teaching learning process.

The researcher asked to the student about the definition of simple present tense. Some students knew simple present tense but they were still confused. So the researcher gave explanation what simple present tense was without giving them the formula of simple present tense. To make it easy for the students to understand simple present tense, in the first treatment the researcher focused on verbal sentences of simple present tense in the positive, negative, and interrogative forms.
In the first treatment, the researcher gave many examples of verbal sentences in simple present tense form to the students. After giving those examples, the researcher asked the students trying to identify the formula of the tenses from the sentences that have been given. The researcher gave the freedom to the students to identify the sentences. After that, the researcher asked some volunteers to try giving their opinion by writing the formula of the tenses on the whiteboard. After they wrote some formulas, the researcher showed the right formula and compared with the students’ work. Then students were asked to revise their work. By this approach, the students would be more active and familiar with rule discovery. They would not passive and would be motivated to find the right formula of the tenses that they were learning.

2. Description of the Second Treatment

For this session, it was better than the first because the students did not look nervous anymore and they felt enjoyable with the materials. In the second treatment held on Saturday April 9th, the students were given the same approach. The researcher greeted the students, prayed together, checked the attendant list, and gave motivation to make them interested in teaching learning process.

In the second treatment, the researcher focused on nominal sentences of simple present tense in the positive, negative, and interrogative forms. In this treatment, the researcher gave many examples of nominal sentences in simple present tense form to the students. After giving those examples, the researcher asked the
students tried to identify the formula of the tenses from the sentences that have been given. The researcher gave the freedom to the students to identify the sentences. In this second treatment, the students seem more active than before. Almost all of them want to come in front of the class to share their idea to the other. After that, the researcher asked some volunteers to try in giving their opinion by writing the formula of the tenses on the whiteboard. After they wrote some formulas, the researcher showed the right formula and compared to the students’ work. The researcher explained the formulas clearly.

Students revised their work after the explanations was clear. By this approach, the students would be more active and familiar with rule discovery. They would not passive and would be motivated to find the right formula of the tenses they were learning.

3. Description of the Third Treatment

The third treatment was held on April 13th, 2016. In this treatment, the students looked more enthusiastic to follow the learning process. The researcher greeted the students, prayed together, checked the attendant list, and gave motivation to make them interested in teaching learning process.

In the last treatment, the researcher focused on explaining to the students about the auxiliaries used in simple present tense and explaining the verb that should be added by s/es. As in the previous treatment, the researcher applied inductive approach. Students were given many examples of present tense in sentences form.
This time, students knew well how to identify the formula of the tenses. They felt more confident to come forward sharing their idea. The researcher asked some volunteers to try in giving their opinion by writing the formula of the tenses on the whiteboard. After they wrote some formulas, the researcher showed the right formula and compared to the students’ work. The researcher explained the formulas clearly.

After all the explanations were clear, the researcher gave students exercise. The students finished their exercise and collected their answer sheet to the researcher. The researcher made a discussion about the result of the exercise with the students. The results of their exercise were good. After that, the researcher gave chance to the students to ask if they had difficulties. The students thought inductive approach could help them in understanding simple present tense.

B. Data Analysis

The research was aimed to know whether there is any significant influence of students’ simple present tense mastery after they were given treatment by using inductive approach. The research was conducted to the second semester of the eighth grade of SMPN 9 Bandar Lampung.

The number of population is 237 students of the second semester. Two classes were sample of research. They were 8E and 8F. In this case, the researcher used cluster random sampling when choosing the sample. On Wednesday, March 23rd 2016, the researcher administered pre-test and the researcher administered post-
test on Saturday, April 16th 2016 in experimental class (8E) and in control class (8F). Furthermore, the instrument of this research was the objective grammar test especially simple present tense mastery. Pretest and posttest item after validation consisted of 20 multiple-choice items.

1. **Result of Pretest**

At the first meeting the writer conducted pre-test in order to find out the previous students’ simple present tense ability. The analysis showed that the mean score of pre-test in control class was 68.91. The highest score was 80, and the lowest score was 55. (See Appendix 25) The mean score of pre-test in experimental class was 68.71. The highest score was 85, and the lowest score was 50. (See Appendix 26)

From the data above, the writer concluded that students’ simple present tense was low. There were only some students who passed on KKM and many students who failed. It was because the students’ score of KKM in SMPN 9 Bandar Lampung was 75 and there were many students who got the score under 75. It means that many students still got difficulty in writing descriptive paragraph. That was completely the same as the data preliminary research of the eight grade of SMPN 9 Bandar Lampung. (See Chapter 1, Page 3)

2. **Result of Posttest**

After conducting three meeting of treatments, the researcher gave the post-test to the sample. The writer conducted post-test to see whether the students’ score increase or not after they were given treatments.
The analysis showed that the mean score of post-test in control was 68.91. The highest score was 85 and the lowest score was 45. (See Appendix 25) While, the mean score of post-test in experimental class was 77.90. The highest score was 95 and the lowest score was 55. (See Appendix 26)

From the score of the test after the students gave the treatments, it could be seen that there was significant difference of the students’ simple present tense ability between the students taught by deductive approach and the students taught by inductive approach. For this case, the students’ score were taught by inductive approach is higher than the students’ score were taught deductive approach. This situation was related to the frame work in chapter II, page 27.

3. Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas are:

$H_0 = \text{the data have normal distribution}$

$H_a = \text{the data do not have normal distribution}$

Where the criteria of acceptance or rejection of normality test are as follows:

$H_0$ is accepted if $L_{observed} < L_{critical}$, with $\alpha = 0.05$

$H_a$ is rejected if $L_{observed} > L_{critical}$, with $\alpha = 0.05$
Table 4.1
Normality of the Experimental and Control Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$L_{\text{observed}}$</td>
<td>$L_{\text{critical}}$</td>
<td>$L_{\text{observed}}$</td>
</tr>
<tr>
<td>Control</td>
<td>0.130</td>
<td>0.157</td>
<td>0.143</td>
</tr>
<tr>
<td>Experimental</td>
<td>0.116</td>
<td>0.159</td>
<td>0.117</td>
</tr>
</tbody>
</table>

Based on Table 4.1, it could be seen that in experimental and control class showed that $L_{\text{observed}} < L_{\text{critical}}$. $L_{\text{critical}}$ of control class is 0.157. Whereas, $L_{\text{observed}}$ in pretest of control class is 0.130 and in posttest is 0.143. That is lower than 0.157. $L_{\text{critical}}$ of experimental class is 0.159. Whereas, $L_{\text{observed}}$ in pretest of experimental class is 0.116 and in posttest is 0.117. That is lower than 0.159. The researcher concluded that the data in both classes were normality distributed. (See Appendix 15-18).

4. Result of Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not.

The hypothesis for the homogeneity tests are:

$H_0 = \text{the variance of the data is homogenous}$

$H_a = \text{the variance of the data is not homogenous}$

The criteria of acceptance or rejections of homogeneity test are as follows:

$H_0$ is accepted if $f_{\text{observed}} < f_{\text{critical}}$, with $\alpha = 0.05$

$H_a$ is rejected if $f_{\text{observed}} > f_{\text{critical}}$, with $\alpha = 0.05$
Table 4.2
Homogeneity Test

<table>
<thead>
<tr>
<th></th>
<th>Homogeneity Test of Pre-test</th>
<th>Homogeneity Test of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control</td>
<td>Experimental</td>
</tr>
<tr>
<td>( S^2 )</td>
<td>57.6360</td>
<td>76.6129</td>
</tr>
<tr>
<td>( F_{\text{observed}} )</td>
<td>1.329</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the homogeneity pre-test of control and experimental class is 1.3292 and homogeneity post-test of control and experimental class is 1.453 it is found that \( F_{\text{critical}} \) of 0.05 (30.30) was 1.84. The data come from homogenous data provided \( F_{\text{observed}} < F_{\text{critical}} \). It means that the variance of the data was homogeneous. (See Appendix 19-20)

5. Result of Hypothetical Test

Based on the previous explanation, normality and homogeneity test were satisfied. Therefore, the researcher tested the hypothetical test using independent t-test

The hypotheses were:

\( H_0 \): There is a significant influence of using Inductive towards students’ simple present tense mastery at the second semester of the eighth grade at SMPN 9 Bandar Lampung in the academic year of 2015/2016.

\( H_1 \): There is no significant influence of using Inductive towards students’ simple present tense mastery at the second semester of the eighth grade at SMPN 9 Bandar Lampung in the academic year of 2015/2016.
The criteria of acceptance or rejection of hypothesis for Hypothetical test were:

- $H_0$ is accepted if $t_{observed} < t_{critical}$
- $H_a$ is accepted if $t_{observed} > t_{critical}$, with $\alpha = 0.05$ (5%).

The result of the T-test is 3.346. Then it was consulted to $t_{critical}$ with the score of degree of freedom (number of sample from both control class and experimental class subtracted by 2) is 61. The result of $t_{critical}$ of 0.05 is 2.00. From this, it can be seen that the result of T-test is significant in the range of 0.05. In this case, $H_a$ is accepted. Then, it can be assumed that there is significant influence of using inductive approach towards students’ Simple Present Tense mastery at the second semester of the eighth grade at SMPN 9 Bandar Lampung in the academic year of 2015/2016. (See Appendix 22)

C. Discussion

The research result has shown that there was significant influence of using inductive approach toward students’ simple present tense ability. From the result above, it can be seen that the average score of students’ simple present tense that were taught by using inductive approach was higher than those who are taught by using deductive approach.

At the beginning, the pre-test was administered to know the students’ simple present tense mastery before they were given treatments by inductive approach. The result showed that the average score of control class was 68.906 and the average score of experimental class was 68.710. The normality and homogeneity
test showed that the data were homogenous and normal. Therefore, it can be concluded that the two groups, experimental class and control class had the same ability at the beginning of the research. Afterward, the students were taught by using inductive approach in the experimental class and using deductive approach in control class. The material was three topics simple present tense for three treatments.

At the end of the research, post-test was given to measure the improvement of students’ simple present tense in both classes after treatment done. The average score of control class was 68.281 and the average score in the experimental class was 77.903.

The way to encourage the students to be more active in teaching and learning process, the teacher should apply a method, a strategy or a technique. Therefore, learning grammar would be more effective and it would make the students be more active in the class if the teacher used helpful and interesting technique. Due to use inductive approach can make the students active and interesting in learning simple present tense.

It was also supported by the result of the data analysis. It showed that using inductive approach in teaching simple present tense seemed to be applicable at the second semester of the eighth grade of SMPN 9 Bandar Lampung. Inductive approach encouraged the students to be more active and can develop their motivation in learning English especially in simple present tense.
In conclusion, the writer concluded that using inductive approach encouraged the students to be more active and can develop their motivation in learning English especially in simple present tense. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis ($H_0$) was rejected and the alternative hypothesis ($H_a$) was accepted.

So in this case, the researcher would like to say that inductive approach is a good technique to teach grammar, especially simple present tense. Therefore it was along with the researcher’s assumption at the beginning of the research that inductive approach has significant influence towards students’ simple present tense mastery.
A. Conclusion

After conducting the treatments and analyzing the data, the researcher could conclude that inductive approach could improve students’ simple present tense mastery. It was supported by the scores the students achieved, in which they received higher scores after the researcher gave the treatment of inductive approach as an approach in learning grammar especially simple present tense. The mean score of post-test in experimental class was 76.77 and the mean score of post-test in control class was 68.91. It showed that the students’ post-test score in experimental class was higher than students’ post-test score in control class.

It can be proved from the hypotheses test. In the hypotheses test, $H_a$ was accepted and $H_0$ was rejected. The researcher used $t_{critical} (0.05) = 2.00$. $H_a$ is accepted if $t_{observed}$ is higher than $t_{critical}$, or ($t_{observed} > t_{critical}$). $H_0$ is rejected if $t_{observed}$ is lower than $t_{critical}$, or ($t_{observed} < t_{critical}$). Since $3.87 > 2.00$, there was a significant difference.

Based on the result the data analysis, the researcher concluded that there was influence of using Inductive approach toward students’ simple present tense mastery at the second semester of eighth grade students at SMPN 9 Bandar Lampung in the academic year of 2015/2016.
B. Suggestions

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

   a. Inductive approach as an alternative approach of the teaching learning process especially simple present tense is a good way to be applied in the eighth grade of SMPN 9 Bandar Lampung.

   b. The teachers should give more chances to the students to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use Inductive approach in teaching grammar.

   c. The English teacher can help students to increase simple present tense mastery by using other effective and relevant technique or media. This can be done, based on the approach or media, so they can develop their mastery in simple present tense.

2. Suggestion for the Students

   a. The students should learn and be more seriously in learning English grammar in order that the student can improve their simple present tense mastery.

   b. The students should practice the pattern they have to learn with their environment even with their friends or teacher.

   c. The students had to manage time in learning process because learning grammar needs long time to do.
3. **Suggestion for the School**

a. The school provides more English books and media in teaching learning English such as cassette, CD, and the other related media so that the students can practice the media to increase their knowledge.

b. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.

c. The school should provide another program of English for students such as English club or English course for students to practice their English competency.

d. The school should provide another facility for students to practice their English competency.

4. **Suggestion for the other researchers**

a. The researcher applied inductive approach to increase students’ simple present tense mastery. The other researchers can apply inductive approach to increase students’ mastery to other skill.

b. In this research, the treatments were done in five meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.

c. In this research, the researcher used inductive approach to help students of junior high school. The next researchers can do it in the different level.
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