



**THE EFFECT OF USING INDUCTIVE METHOD  
ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT  
AT MTs SUNAN AMPEL KERTOSUKO KRUCIL PROBOLINGGO  
IN THE 2012/2013 ACADEMIC YEAR**

**THESIS**

By  
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**ENGLISH EDUCATION PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
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at the English Education Program, Language and Arts Education Department  
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## **DEDICATION**

This thesis is honourably dedicated to my beloved mother Hj. Nur Asiyah Jamil, my beloved father H. Abdur Rahman Shaleh, My beloved grandmother Supandri, and my lovely little brother Habibur Rahman.

## MOTTO

Practice in discovering for oneself teaches one to acquire information in a way that makes that information more readily viable in problem solving.\*)

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\*) Bruner, J. S. 1961. The Act of Discovery. *Harvard Educational Journal*, Vol.31: 21-32.

## **STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out once that official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award. Ethics procedures and guidelines of thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedures and guidelines.

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Jember, January 15<sup>th</sup>, 2013

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## **CONSULTANTS' APPROVAL SHEET**

### **THE EFFECT OF USING INDUCTIVE METHOD ON THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT AT MTs SUNAN AMPEL KERTOSUKO KRUCIL PROBOLINGGO IN THE 2012/2013 ACADEMIC YEAR**

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Jember, Januari 2013

Writer



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## SUMMARY

**The Effect of Using Inductive Method on the Seventh Grade Students' Tense Achievement at MTs Sunan Ampel Kertosuko Krucil Probolinggo in the 2012/2013 Academic Year;** Holifatur Rohman, 070210401088; 2012: 45 pages; English Education Program of Language and Arts Education Education Department, the Faculty of Teacher Training and Education, Jember University.

As a part of grammar, tenses are very important in learning English because they become the basic knowledge in mastering the language skills. In English teaching learning process, the students are expected to understand the materials given by the teacher. To reach this goal, the English teacher should find the appropriate teaching technique and materials that can make the students actively involved in learning tenses and help them more easily understand the subjects. One of the teaching techniques is inductive method.

This research was intended to know whether or not there was a significant effect of using the inductive method on the seventh grade students' tense achievement at MTs Sunan Ampel Kertosuko Krucil Probolinggo in the 2012/2013 academic year. The research design was quasi experimental research. The area of the research was MTs Sunan Ampel Kertosuko Krucil Probolinggo which was purposively chosen. The population of this research was the seventh grade students of MTs Sunan Ampel Kertosuko Krucil Probolinggo that consisted of three classes and to determine the samples of the research, the homogeneity test was administered then the results were analyzed by using ANOVA. Based on the result of ANOVA analysis, the population of the research was not homogenous, so two classes that had the closest mean were chosen by lottery as the samples of the research. They were class C as the experimental group and class B as the control group.

The primary data of this research were collected from the students' scores of tense posttest, while the supporting data were gained through interview and documentation. The primary data were collected then analyzed by using independent sample t-test in SPSS ver.14. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group ( $66.9792 > 62.4038$ ). The result of the t-test analysis showed that the significant value of t-test was lower than 0.05 ( $0.044 < 0.05$ ). It means that the research results proved that there was a significant effect of using inductive method on the seventh grade students' tense achievement at MTs Sunan Ampel Kertosuko Krucil Probolinggo in the 2012/2013 academic year. Therefore, it is suggested to the English teacher to apply the inductive method as an alternative teaching technique in teaching tenses as well as to the future researchers to conduct a further research with a similar topic in different research designs.

## **CHAPTER 1. INTRODUCTION**

This chapter presents some issues related to the topic being studied. They are background of the research, problem of the research, objective of the research, operational definitions of the terms, and significance of the research.

### **1.1 Background of the Research**

English as one of the international languages is used by a large number of people in the world to communicate. This status of international language causes English to function not only as a means of enhancing international relationship but also as a means of absorbing the development of different life sectors. In line with this issue, Pennycook (in Maybin and Swann, 2010:113) states that English is a part of globalization which has wide use in many domains and the massive efforts in both state and private educational sectors to provide access to the language, to its role in global media, international forums, business, finance, politics and diplomacy.

The use of English becomes wider since it is used as an official language of a country called a second language, and a non-official language or we call it as a foreign language. Crystal (2003:21-22) states that English now has been used by over seventy countries such as Ghana, Nigeria, India, Singapore and Vanuatu as their second language. Further, he explains that now it is the most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt, Brazil and Indonesia. In addition, English becomes more important, especially for transferring knowledge in education, science and wider relation. By mastering English, students can follow and catch up with the accelerated development of science and technology in this global era.



In Indonesia, English is taught and learnt in different levels of schools. In Elementary school, it is taught as a local content subject, and as a compulsory subject in Junior and senior high school. As stated in the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan (KTSP)*) for the English subject of Junior High School, the English teaching includes four skills, they are speaking, listening, reading and writing and three language components namely vocabulary, grammar and pronunciation that should be taught in integrated way.

Grammar as one of the English language components has a foundation role to develop the English skills. Langan (2008:3) states that knowing the traditional rules of grammar, punctuations, and usage will help you write clear sentences when communicating with others. In other words, it can avoid distortion and misinterpretation and lead to a mutual understanding between the speaker and the listener, as well as between the writer and the reader. Thus, by mastering grammar, it is easier for students to study four language skills as the source of language.

In the English teaching learning process, the students are 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 technique has an important role. The teacher has to think and consider what materials are going to teach and how to teach them. Richards and Rodgers (2001:28) state that the teacher's roles in teaching learning process are related to the following issues: (a) the types of functions: teachers are expected to fulfil whether that of practice director, counsellor, or model; (b) the degree of control: the teacher has over how learning takes place; (c) the degree to which the teacher is responsible for determining the content of what is taught; and (d) the interactional patterns that develop between teachers and learners. From the explanation above, it can be stated that the teacher's ability in selecting the appropriate techniques and materials has an important role to make the students understand the materials well.