THE EFFECT OF TEACHING GRAMMAR USING THE INDUCTIVE METHOD ON THE STUDENTS' WRITING ABILITY AT SMUN 4 JEMBER IN THE 2000/2001 ACADEMIC YEAR

THESIS

Presented to Fulfill One of the Requirements to Obtain the S-1 Degree at the English Program of the Department of Language and Arts of the Faculty of Teacher Training and Education Jember University

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MOTTO

It means: "………….actually my prayer, my worship, my life, and my death only for Allah SWT, God for all in the world…………" (Iftitah Prayer)

DEDICATION

This thesis is honorably dedicated to the following people.

✗ My beloved parents Bpk. Ahmad Salami and Ibunda Nafifah, all of words in the world are not enough to paint everything you have given to me. I wanna be the answer to your every wish.

✗ My beloved grandmother Kanatun, thanks for your chaste love from child up to now. I love you with my everything and all of my life is yours.

✗ My beloved sister Dhiah Luthfi Ana and her husband Agus Abdul Aziz, also my sweet niece Moya Aisya Abduna, thanks for your supports and I love you all.

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✗ My almamater.

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PROPOSED SHEET

The Effect of Teaching Grammar Using The Inductive Method on The Students'
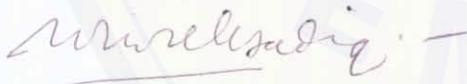Writing Ability at SMUN 4 Jember in The 2000/2001 Academic Year

Thesis

Proposed for being defended to the examiner team as the requirement to obtain the
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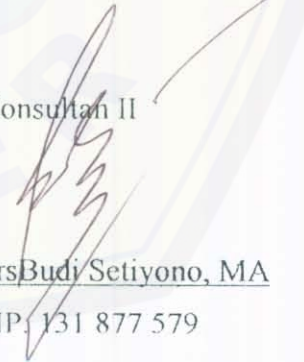|		
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APPROVAL SHEET

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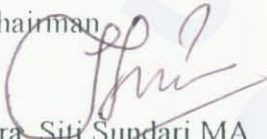
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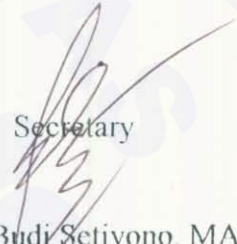Place   : Building III FKIP

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Jember, May 2001   The Writer

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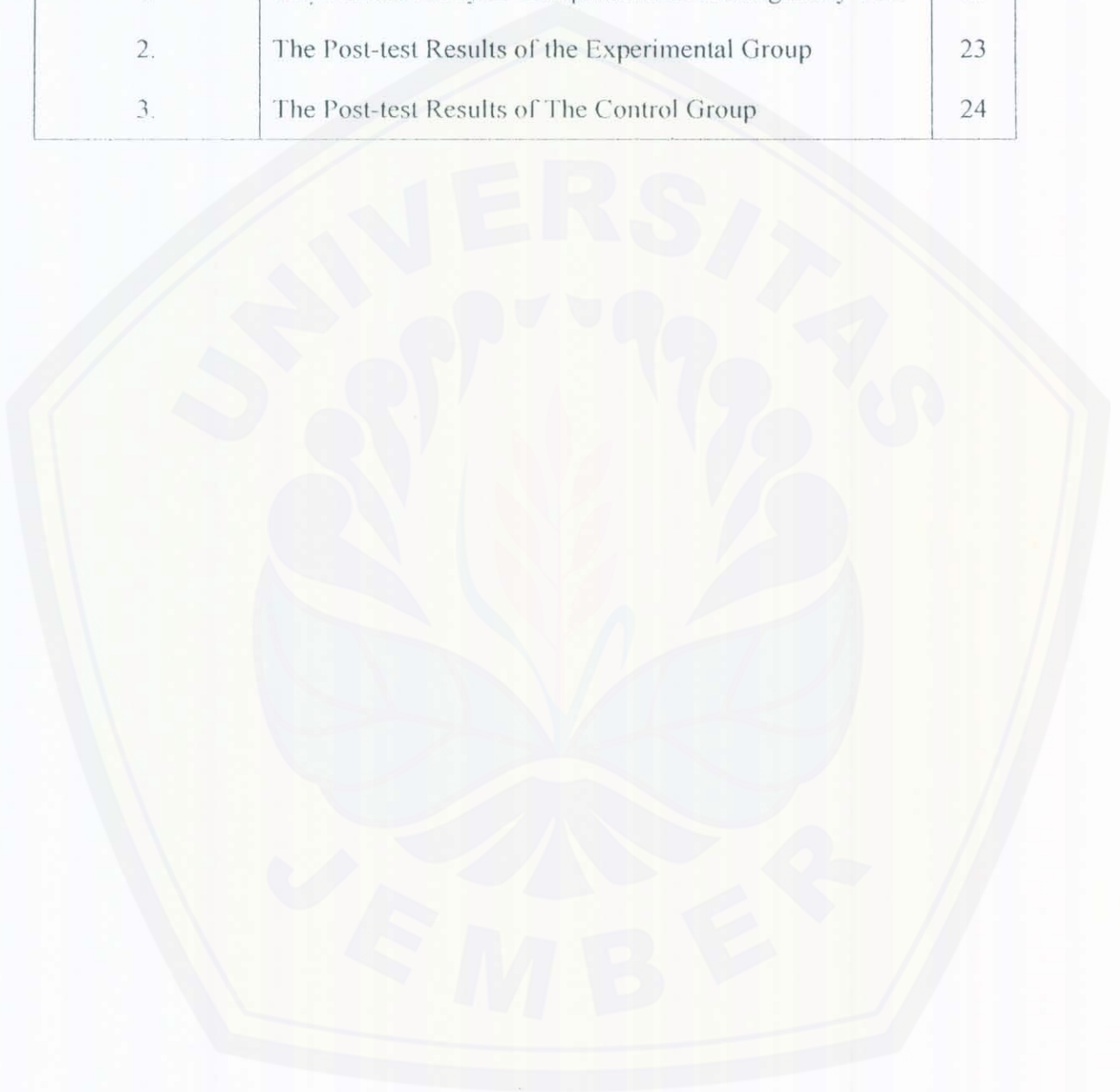
ABSTRACT

Agus Luthfi, 2001, The Effect of Teaching Grammar Using the Inductive Method on the Students' Writing Ability at SMUN 4 Jember in the 2000/2001 Academic Year.

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Key words: teaching grammar, the inductive method, writing ability.

Writing is generally considered to be the most difficult among the four language skills. This is because the writing skill is complex and to master it need various skills. In fact, the SMU students have less skill in writing grammatically correct sentences. In writing, grammar plays an important role to make sense of sentences or a paragraph. The teaching of grammar in SMU is integrated with the language skills as suggested in the 1994 English Curriculum. Thus, the frequencies of teaching grammar at SMU depends on the teacher's ability to integrate it with the other language skills. In teaching grammar, the teacher often uses the deductive method. It means, grammar rules are presented first with examples. Once the students understand the rules, they are asked to apply it to some different examples. This research was meant to investigate whether there is a significant effect of teaching grammar using the inductive method on the students' writing ability or not. The research area was SMUN 4 Jember and the second year students were as the respondents. The method used was quasi experimental research. Two classes were chosen and determined to be the experimental group and the control group. The experimental group was taught grammar using the inductive method, while the control group was taught grammar using deductive method. These two groups were compared in their writing ability through their post-test scores. In analysing the data t-$test$ formula was used with the significance level of 5% and the degree of freedom 76. The result of t-$test$ computation was 0.57 while the t-table value on the degree of freedom 5% was 2.000. It can be seen that the value of t-$test$ computation was lower than the value of t-table. It means that the alternative hypothesis is rejected. So the conclusion was teaching grammar using the inductive method did not give significant effect on the students' writing ability at SMUN 4 Jember in the 2000/2001 academic year. However, it is suggested that the English teacher should consider using the inductive method as an alternative in teaching grammar.

I. INTRODUCTION

1.1 Research Background

As an important foreign language, English has been learned by students for years in Indonesia. It is regarded as a compulsory subject that is taught in different levels of schools. In Senior High Schools (SMU), the objective of the English teaching is to help the students master grammar and vocabulary (of about 2500-3000 words). Besides, the students are expected to be able to listen, to read, to speak, and to write (Depdikbud, 1994:1).

Of the four language skills (listening, speaking, reading, and writing) taught at SMU, writing is generally considered to be the most difficult one. Fadloeli (1986:71) notes that writing is very difficult because not all of us can write in English, even in Indonesian. This is because the writing skill is complex and to master it needs various skills. Heaton (1988:135) states that there are five skills that are necessary for writing: language use, mechanical skills, treatment of content, stylistic skills and judgement skills. In fact, the SMU students have less skill in language use; mainly in writing grammatically correct sentences. As a result, many students often make grammatical errors in writing such as the use of tenses.

In writing, grammar plays an important role to make sense of sentences or a paragraph. Therefore, the students should learn grammar before they start to write. The teaching of grammar is integrated with the language skills as suggested in the English curriculum of 1994. Thus, the frequencies of teaching grammar at SMU depends on the teacher's ability to integrate it with other language skills. In teaching grammar, the teacher usually uses the deductive method. It means, grammar rules are presented first with examples. Once the students understand the rules, they are asked to apply it to some different examples. In fact, the students have difficulties in understanding grammar. For example, when they are given a question: "What did you do last night?" Sometimes they answer: "I am studying English." Their answer is not

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in agreement with the question in the aspect of grammar. The answer should be in the past form, "I studied English".

In the preliminary study that is conducted before the real investigation, it is found that among the four language skills, writing is regarded as the most difficult one for the students to learn. This condition is confirmed by many students who believe that they experience difficulties to write in English. One of their reasons is they experience difficulties in grammar which is different from the one in Indonesian; some others think that they lack of vocabulary or cannot write due to the lack of skill to express their ideas in writing.

Based on the data above, a research on the effect of teaching grammar on writing is necessary to be conducted. The study is intended to investigate whether or not the students will get better results in writing after being taught grammar using inductive method. In this research, the language structure is focused on the two tenses: the simple present tense and the simple past tense that were taught to the second year students of SMU. The title of this research is "The Effect of Teaching Grammar Using the Inductive Method on the Students' Writing Ability at SMUN 4 Jember in the 2000/2001 Academic Year."

1.2 Research Problem

The research problem is "Is there any significant effect of teaching grammar using the inductive method on the students' writing ability at SMUN 4 Jember in the 2000/2001 academic year?"

1.3 Operational Definition of Variables
1.3.1 Teaching Grammar Using the Inductive Method

In this study, teaching grammar means teaching the students using the inductive method, that is how to arrange the words into sentences based on certain formal patterns of the simple present tense and simple past tense. Here, teaching grammar using the inductive method means giving as many examples as possible to

the students first, then followed by giving the explanation in the aspect of tenses to each example and finally, guide the students to conclude the rule by themselves.

1.3.2 Writing Ability

In this study, writing ability refers to the students' ability to express their thoughts or ideas in a short paragraph that contains not more than ten sentences using both the simple present tense and simple past tense. Their ability is demonstrated by the scores of writing test.

1.4 Research Objective

The objective of the research is to investigate whether or not there is a significant effect of teaching grammar using the inductive method on the students' writing ability at SMUN 4 Jember.

1.5 Research Significances

The results of this study are expected to be significant for the following people.

a) The English teachers may consider using the inductive method as an alternative in teaching grammar.

b) The results give information to the students about the importance of grammar in writing.

c) The other researchers may use the results as a reference to conduct a further research dealing with grammar and writing.

II. REVIEW OF RELATED LITERATURE

2.1 The Meaning of Grammar

Grammar tells us how words are combined to form sentences. Widdowson (1988:147) states that grammar is the knowledge of how words are adapted and arranged to form sentences. In this term, the words are not only arranged but also adapted to form sentences according to formal patterns. Francis et al. (1963:217) say that grammar is the set of formal patterns in which the words of a language are arranged in order to convey a larger meaning. So, the words become meaningful after they are set according to the formal pattern.

Grammar always relates to the word formation and combination. Such kinds of rules to combine words into sentences are needed. In Longman Dictionary (1987:453) and Macquire Dictionary (1982: 773), grammar means the study or use of the rules to combine the words become sentences systematically. It is not only a study about how to arrange and to combine the words into sentences systematically based on the rules, but also a study of the usage of a language. As Harman (1950:11)says that grammar means the study of words and their functions. In addition Webster (1974:421)states:

> "Grammar means the study of the usage of a language, the forms and syntax of its words; the principles of correct usage in accordance with established grammatical usage".

This study use Widdowson and Francis's idea to define teaching grammar. So teaching grammar in this study means teaching the students how to arrange words to form sentences based on formal patterns. In this study tenses taught were the simple present tense and simple past tense.

2.2 The Elements of Grammar

English grammar has many elements. According to Hartanto et al.(1996:6-8), the elements are nouns, adverbs, adjectives, articles, tenses, conjunction and among

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others. This study was limited to discuss tenses as a part of grammar. Tenses have an important role in a sentence. Quirk and Greenbaum (1973:40) state that by understanding tense, we understand the correspondence between the form of the verb and our concept of time. In line with the idea, Hartanto et al. (1996:249) also say that tense is very important to know the time when the action or event happens. English has twelve tenses. Tense is frequently described as the property that relates to the time. In traditional grammar study, verbs in English take twelve tenses. They are simple present tense, simple past tense, present future tense, present perfect tense, past perfect tense, future perfect tense, present progressive tense, past progressive tense, future progressive tense, present perfect progressive tense, past perfect progressive tense, future progressive tense (Veit, 1986:85).

Although English has many kinds of tenses, there are only four tenses used as a basic in English, especially in guiding the forming of verb. As Hartanto et al. (1992:240) say that actually there are four fundamental tenses: the present tense, the past tense, the future tense, and the past future tense. All of the tenses come from these tenses.

In this study, the investigation was limited to discuss the two tenses, they are the simple present tense and the simple past tense. These tenses are presented in the following sections in turn.

2.2.1 Simple Present Tense

a. The Principle of the Simple Present Tense

Allen (1968:72) states that the simple present tense of all verbs (except "be") is the simple form (infinitive) for all persons except the third person singular. The third person singulars of almost all verbs are made by adding s or es to the simple form. Hartanto et al. (1992:250-251) confirm the third person singular of verbs made by adding -s or -es below.

1. The ending _es_ is added in the following cases:

    a. To a simple form ending in the letters ch, s, sh, or x.

        For example:

        a. _pass_ becomes _passes_   c. _catch_ becomes _catches_

        b. _push_ becomes _pushes_   d. _tax_ becomes _taxes_

    b. To a simple form ending in y, preceded by a consonant (after changing y to i).

        For example:

        a. _study_ becomes _studies_   b. _worry_ becomes _worries_

    c. To do and go.

        For example:

        a. _do_ becomes _does_   b. _go_ becomes _goes_

2. The ending s is added to the simple form of all other verbs (except have).

    For example:

    a. _see_ becomes _sees_   b. _like_ becomes _likes_

3. In simple present, the auxiliary verbs (except do, be and have) take no s/es although in the third person singular (Allen, 1968:74).

    For example:

    a. He can speak English.

    b. She may go home.

    c. He must work hard.

b. The Usage of the Simple Present Tense

The simple present tense has some usages. Frank (1972:68-69) distributes the usage of simple present tense into three points. They are:

1. The simple present tense expresses general time. It has no terminal point in time (the past, the present, and the future). The timeless time of the simple present tense is especially useful in general statement. Such general statements may range all the way from eternal truths of generalizations about the customs of single individuals.

It means that the simple present tense expresses activities or conditions that are relatively permanent, besides it also expresses the custom.

a. General truth: includes the laws or principles of the physical and the social sciences.

For example:

- The earth revolves around the sun.

- The sun rises in the east.

b. Custom: includes the habitual actions of nations, community.

For example:

- The members of our club play music once a week.

- Lina takes her umbrella with me when it rains.

2. Simple present tense expresses present time. It indicates present time with many non-action verbs (be, seem, look, appear, etc.), especially those expressing state or condition. Many of these verbs are duration without being limited by a beginning or an end. It means that the simple present tense expresses state or condition have existed before, and will probably continue to exist after the moment of speaking, but the beginning and the end are not limited.

For example:

- She seems to be very tired today.

3. Simple present tense expresses future time. So this tense describes activity that take place in future time.

For example:

- The plane leaves tomorrow morning.

2.2.2 Simple Past Tense

a. The Principle of Simple Past Tense

Krohn (1990:23) conveys that the simple past tense is the same as the past forms of verb. The form is the same for all persons, singular and plural. "Be" is an

exception. *Was* and *were* are the past tense forms of *be*. Use *was* with first and third person singular, *were* with the other persons.

For example:

a. I wanted you.

b. You wanted me.

c. I was crazy.

d. You were a student.

The past form of all verbs (regular verbs) is made by adding <u>d</u> or <u>ed</u> (occasionally t) to the simple form of the verb.

1. The ending <u>d</u> is added when the simple form ends in <u>e</u> or <u>ee</u>.

For example:

a. *hope* becomes *hoped*

b. *agree* becomes *agreed*

2. The ending <u>ed</u> is added to all other verbs.

The following changes in spelling occur:

a. Final y, preceded by a consonant, is changed to <u>i</u> before adding <u>ed</u>.

For example:

a. *study* becomes *studied*

b. *cry* becomes *cried*

b. A final consonant letter (except h, w, x, y), preceded by a single vowel letter, is doubled in words of one syllable.

For example:

a. *beg* becomes *begged*

b. *stop* becomes *stopped*

c. A final consonant letter (except h, w, x, y), preceded by a single vowel letter, is doubled in words accented on the last syllable.

For example:

a. *permit* becomes *permitted*

b. *occur* becomes *occurred*

3. Occasionally *t* is added to the simple form.

For example:

- *mean* becomes *meant*

2.3.1 Inductive Method in Teaching Grammar

According to Harman (1950:v) inductive approach is a teaching activity where the students are encouraged to discover his own language with the rules and definition as the guide. It means that the students are expected to progress from the simpler to the more difficult phases of syntax. As a result, the students will be able to make his own rules and definition. In addition, Cross (1992:28) states that inductive method requires the students to identify the rule for themselves. The teacher following the inductive approach induces the learners to recognize grammar rules without any form of prior explanation. The teacher believes that the rules will become evident if the learners are given enough appropriate examples.

The steps in teaching grammar using inductive method are as follows.

1. Give sentences from reading text as examples to the students.
2. Every sentences is explained in the aspect of tenses.
3. The students are guided to conclude the role of tenses.

2.3.2 Deductive Method in Teaching Grammar

Concerning with deductive method, Larsen (1986:14) say that in deductive method, grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

Furthermore Cross (1992:27-28) explains that deductive method is quick and easy for the teacher, where a difficult grammar point has to be presented and explained. The rule is explained and the students practice applying the rule, oral and in writing.

The steps in teaching grammar using deductive method are as follows.

1. Grammar rules are presented.
2. Give explanation about the rules.
3. Ask the students to make some examples.

2.4 Writing Ability

Writing needs a certain skill, so that a good writing can be produced. Concerning with this, Lado (1961:240) states that writing in a foreign language is the power and skill to use vocabularies, structures, and their conditional representation in usual writing situation. Tarigan (1986:4) says that writing is a productive and expressive activity. In it the writer must have skills in using graphic symbols, language structure, and vocabulary. These skills will not be gained automatically, but through practicewhich have to be done continually.

Guth (1969:3) has divided some characteristics of a good writing as follows:

1. Good writing is authentic. It means that it proceeds from accurate observation and careful study of evidence, and it does not merely repeat second hand ideas.
2. Good writing is thoughtful. It reflects the authors' desires to think something thought to do justice to a topic.
3. Good writing is organized. It shows the writer's ability to marshal his ideas and to present them plausible order.
4. Good writing is effective. It means that the author is aware of his audience, and that he reflects it's standards, expectations, or needs.
5. Good writing is well written. It reflects the author's reflect for language, his sense power, richness of vocabulary, and variety of style.

In order to be able to compose a good writing, a writer must have a great store of words which the meaning of those words have been understood. The writer also has to master the structure. So an adequate vocabulary or a competence in language structure must be mastered in writing. Written communication is different from spoken communication. In written communication, the words that would say must be put down and any readers will understand our ideas. Dealing with this, Lado (1974:143) says that learning to write a foreign language is learning to put down words at the speed greater than that of drawing the conventional symbols of the writing system that represent the utterances in mind.

The students' ability in writing can be tested by asking them to make a composition. As Lado (1974:250) says that writing composition is a tool to test a students' writing achievement. Composition is a task, which involves the students in manipulating words and combine them grammatically correct sentences. These sentences to form a piece of continuous writing which successfully communicates the writer's thought and ideas on certain topic.

In line with writing ability, there are many parts of skills to be achieved. Hughes (1996:91-92) has an opinion that writing has five skills to be achieved, namely: grammar, vocabulary, mechanics, fluency (style and ease of communication) and form (organisation).

Fadloeli (1986:31) states that actually there are two compositions in writing. They are free composition and guided composition. In free composition, the students write everything in their mind, they write freely. On the other hand in guided composition, the students are provided with guidance such as key words and structure models to enable them to produce new sentences and then a composition. In this study the students are asked to make a certain composition by certain patterns or tenses and the topic given. The students are asked to express their ideas and thought in a short of paragraph about 10 sentences using these two tenses; the simple present tense and the simple past tense. The score of the students is the outcome of the students' writing ability in producing a composition.

2.5 The Effect of Teaching Grammar Using Inductive Method on Writing Ability

A language consists of lexicon - a set of words and grammar - a set of rules by which words is combining into meaningful construction. Nelson (1965:173) says that fewer than half of the languages of the world; including English has a second channel and writing takes a much more channeled and controlled direction of the use of lexicon and grammar.

Grammar plays an important role in writing, because it helps the writers to write in such a way to communicate. About this Myers (1963:26) asserts that:

"Two of the chief reasons for the study of grammar are that it can help us to talk and to write in such a way as to gain the respect of those with whom we communicate, and that it can increase ourselves and piece of mind."

Guth (1969:1) confirms the idea by stating that the study of grammar can help a writer makes an appropriate and natural use of the resources of the language. In other words, we can not product many sentences without understanding grammar first because grammar makes our language correct.

Furthermore, grammatical skill can also help to avoid tiredness in reading a composition. Guth (1965:120) claims:

"A paper may be tiring to read if it contains no obvious deviations from standard usage. It may suffer from awkwardness, indirectness, misplaced emphasized and anatomy. To cure these defects the writer has to be able to recognize the use of grammatical patterns."

In addition, Allan and Campbell (1971:94) suggest about the importance of grammar in writing subject in which should be considered both by the teacher and the students. They state that writing is a process, so in teaching of writing the students must proceeds by stages from single to complex. The teacher must explain the process of writing such as learning to use grammar and facts as tools in conveying out a particular purpose of learning the aspects of writing.

Moreover, Morris (1953:109) gives his opinion that writing skill is a means to practice grammar. As he says that:

"In a foreign language course, however, the writing skill must be interpreted more broadly as the ability to represent words by means of the written symbols. The aims may therefore be expressed as the ability to use writing as a means to prove understanding of reading matter and practicing grammatical form".

It is understood that grammar will affect the process of writing composition. The writer's ability to apply the mastery on grammar will enable the composition in a well organized material as well as readable.

This study will apply inductive method in teaching grammar. According to Harman (1950:v) inductive method encourage the students be able to make his own rules and definition. So, when this method is applied in teaching grammar, the students will be able to recognize the grammatical rules from many examples given. The students will be familiar with the pattern of sentences which were written using either present tense or past tense. In this condition, the students will be able to produce correct sentences. In addition, Cross (1992:28) believes that inductive method is probably the better approach for grammatical regularities which are easily perceived, understood, and applied. As a result, when the students apply the knowledge in writing, they have the ability to write correct and appropriate sentences. It can be concluded that teaching grammar using inductive method gives positive effect on the students' writing ability.

2.6 Hypothesis

Based on the problem and literature reviews, the hypothesis can be formulated as follows:

a. The alternative hypothesis: "There is a significant effect of teaching Grammar using the inductive method on the students' writing ability in SMUN 4 Jember in the 2000/2001 academic year."

b. The null hypothesis: "There is no significant effect of teaching grammar using the inductive method on the students' writing ability in SMUN 4 Jember in the 2000/2001 academic year."

III. RESEARCH METHODS

3.1 Research Design

The research design that was used in this study was an experimental design. The experimental research is divided into two kinds; quasi and true experimental. A quasi experimental research is applied in this research, because it closely approximates to the most desirable or true experimental design. Moreover, it is commonly used in the educational research (Mc. Millan, 1992:176). After all classes (the population) were homogeneous, two classes were chosen as the sample randomly. One of the two classes was determined as the experimental group and the other one as the control group. In the next step, the experimental group was given a treatment. The treatment was taught using the inductive method while the control group, on the other hand, was taught using the deductive method. These two groups were compared in their writing ability through their post-test scores. Finally, the test results were analyzed statistically using *t-test* to know the significance difference of these two groups. In detail, the design of this research is presented as follows.
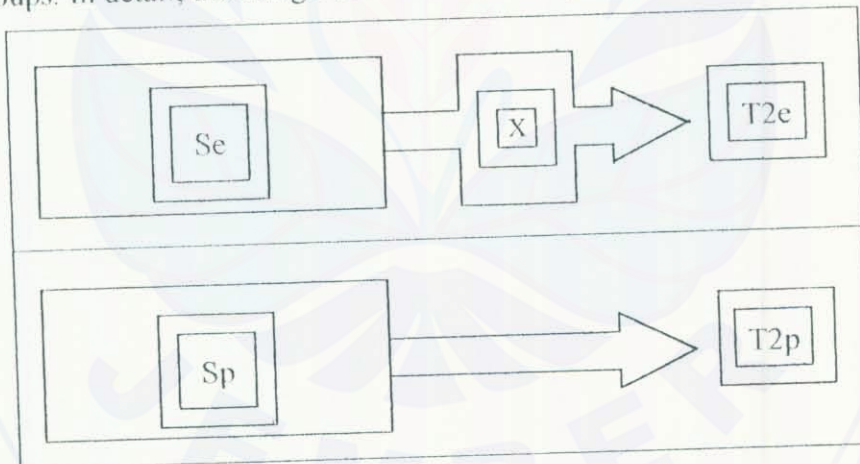
Notes:

Se : the experimental group

Sp : the control group

x : treatment

T2e   : post-test on the experimental group

T2p   : post-test on the control group (Adapted from Ali, 1984:138)

The experiment was conducted in March 2001. The treatment was conducted for about two weeks. The procedures of the research were as follows:

1. Choose the population and give a test to know its homogeneity.

2. Take the subjects; two classes of the homogeneous classes using cluster random sampling.

3. Choose the two classes to be the experimental group and the control group.

4. Maintain the same condition for both groups, except one thing, for the experimental group was given treatment (X) by teaching grammar using the inductive method, while the control group was taught grammar using the deductive method.

5. Give post-test to both classes with the same test material.

6. Find the mean of each group and analyze the results using *t-test* formula.

3.2 Research Area

The research area is SMU Negeri 4 Jember that is chosen using purposive method (Arikunto, 1998:127-127), that is choosing the desired school among many senior high schools in Jember. This school was chosen because English has been taught consistently at this school, following the formal curriculum, that is the 1994 English Curriculum for Senior High School.

3.3 Research Respondents

The research respondents were taken by determining a number of samples from the whole population. In determining the sample, the researcher here used cluster random sampling. The research respondents were the second year students of SMUN 4 Jember inhibitor the 2000/2001 academic year. The total number of the second year students of SMUN 4 Jember was 250 students, which was divided into six classes, and each class consisted of about 41 or 42 students. From the six classes,

the two classes were taken as the respondents. The two classes were determined as the experimental group and the control group. They were class II-1 as the experimental group and class II-3 as the control group. When the research was conducted, not all of the students of II-1 and II-3 were present. The reason was some students were sick and they asked for permission because of any business. The total respondents from each class (II-1 and II-3) was 39 students.

3.4 Data Collection Methods

There were four methods applied to collect the data. They were as follows: (1) observation; (2) interview; (3) documentary study; (4) test.

3.4.1 Observation Method

This study used direct observation to get the supporting data about the English teaching learning process dealing with the topic taught, the instructional media applied, the instructional objectives used, the teaching learning procedures, the teacher's technique in teaching writing, the model of writing tasks given, and the evaluation. Here, observation is a technique to search the phenomenon being researched that is done directly (Ali, 1984:91). The observation guide is enclosed on Appendix 4.

3.4.2 Interview Method

Interview was used to get the supporting data about the compulsory books used by the teacher and the techniques used in teaching English, especially in teaching writing. The interview used in this research was free guided interview. Arikunto (1998:231) says that free guided interview is the interview in which the interview uses a set of questions and then the questions are developed to gain detailed information. The interviewee is the English teacher. The interview guide is enclosed on Appendix 5.

3.4.3 Documentary Study

Here, documentary study was used to get the supporting data about the material of writing for the second year students of SMU, the examples of the English lesson plan, the number of the students, and the names of respondents. Arikunto (1998:236) states that documentation is a method to investigate the data about variables such as notes, transcripts, books, newspaper, magazine, etc. The documentation guide can be seen on Appendix 6.

3. 4. 4 Test Method

Homogeneity test was conducted to know whether the population was homogeneous or not. The second year students were divided into six classes. Since it was difficult to take the sample of all population, the homogeneity test was conducted before taking the sample. The test was conducted in the form of writing comprehension test. To analyze the test results, F-test was used and the results of analysis can be seen on Appendix 9.

This study used an achievement test to measure the students' writing ability in order to obtain the main data. Hughes (1996:10) states that an achievement test is directly related to language courses, the purposes are to establish how successful individual students or group of students, or the courses themselves have been in achieving the objectives. The test used here was teacher-made test in the form of subjective test. In this research, the students were asked to make a paragraph that contains about 10 sentences, using two tenses: the simple present tense and the simple past tense based on the topics provided by the researcher.

The validity that was used was content validity. Hughes (1996:22) describes that test is said to have content validity if its content constitutes a representative sample of language skill to be concerned. He also says that a valid data test must provide consistently accurate measurements. Therefore, it must be reliable. Moreover, Joni (1994:38) says that if a test is valid; it must be reliable. In other words, the test that has content validity must be reliable as well. This test was valid since it used

content validity, and it was reliable as well as stated by Joni (1994:38). The test items were constructed based on the syllabi and then was consulted first to the English teacher and the English lecturer to see the validity of the test. Then, it had been revised. So, the test in this research was considered valid and reliable. The test items can be seen on Appendix 7.

3.5 Scoring System in Writing Results

The indicators in this study used grammar and sense of content. The grammar was focused on the two tenses; the simple present tense and the simple past tense. The scoring system in writing results used *E-Formula*. The formula was as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes: E   : the writing score

n   : the total of correct sentences in a paragraph

N   : the total sentences in a paragraph (Adpted from Ali, 1993:186)

3.6 Data Analysis Method

This research has applied the formula of *t-test* since the researcher wants to measure the mean differences of the experimental and control groups. The formula of the *t-test* is as follows:

$$t = \frac{Mx - My}{\sqrt{\left\{\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right\}\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

Notes:

t : t- test

Mx : mean of x (experimental group)

My : mean of y (control group)

x : deviation of individual score of the experimental group

y : deviation of individual score of the control group

Nx : number of subjects of the experimental group

Ny : number of subjects of the control group

(Adapted from Arikunto, 1998:306)

The degree of freedom was $Nx + Ny - 2$ and the results were consulted with the *t-table* at the significance level of 5%. If the result of *t-computation* was higher than the *t-table* the null hypothesis was rejected and the alternative hypothesis was accepted. It meant the result of this research was significant. If the results of *t-computation* was lower than the *t-table* the null hypothesis was accepted and the alternative hypothesis was rejected. So the results of this research were not significant.

IV. RESULTS AND DATA ANALYSIS

4.1 Results of Observation

The observation was conducted on 24th March 2001. The topic in English language teaching was understanding job ads and letter of application. The media used was the example of business letter. Based on the GBPP 1994 Curriculum, the instructional objective in teaching writing is the students are able to make a short paragraph.

The procedure in the teaching learning process was based on the lesson plan. The procedures were introduction, main activities and closing. While, the techniques used were lecturing and question-answer. So after the students were given explanations, they were asked to write a short paragraph. The subjective test was used to evaluate their writing.

4.2 Results of Interview

The interview was conducted on 21st March 2001. In teaching writing, the teacher at SMUN 4 Jember usually asks the students to write down their answers of questions on the blackboard. Then, the teacher gives explanations about the correct answers and how to write correct sentences. The techniques used in the teaching of writing were lecturing, question answer, and discussion. Then, the media used in teaching writing are pictures and real things, for example flowers, fruit, and etc. Next the students should describe the explanation using their own words. The models of the writing assignment is asked to write a short paragraph and long paragraph using their own words.

4.3 Results of Documentary Study

The documentary study was conducted on 22nd March 2001. The compulsory English books that are used by the teacher in teaching English in SMUN 4 Jember are from Depdikbud (Education and Culture Department) and supported by Lembar

Kerja Siswa (LKS/students' worksheet). The tittle is "PR Bahasa Inggris" produced by PT. Intan Pariwara. For LKS, the students must buy from the teacher. The books from Depdikbud are provided by the school library. The tittle of the required English book is "English For The Senior High School Book 2" produced by Depdikbud. The example of the lesson plan of the experimental group and the control group can be seen on Appendix 2 and Appendix 3, while the names of the respondents can be seen on Appendix 10.

4.4 Results of Test

4.4.1 The Results of Homogeneity Test

Table 1. The Variant Analysis Computation of Homogeneity Test

	II-1	II-2	II-3	II-4	II-5	II-6	TOTAL
N	39	42	39	42	40	41	243
ΣX	2761	3086	2738	2845	2815	2927	17172
ΣX^2	201237	234252	201032	201699	203713	218753	1260786
M	70.79	73.48	70.21	67.74	70.38	71.39	423.98

The result of homogeneity test showed that the value of F-test was lower than the value of F-table (0.74<2.26). The result indicates that there is no difference in the students' writing ability in the aspect of grammar among the six classes. In other words, they were homogeneous. Therefore, two classes were taken from those six classes as samples randomly. They were class II-1 as the experimental group and class II-3 as the control group.

4.4.2 Teaching Learning Process

As stated before, the objective of this research is to know whether there is a significant effect of teaching grammar using the inductive method on the students'

writing ability or not. There are three sessions in this research. First, six classes were given homogeneity test. It was conducted on 27th up to 31st March 2001. Then, two classes were chosen randomly and determined as the experimental group and the control group. Next, the experimental group was given treatment (teaching grammar using the inductive method) but the control group was taught grammar using the deductive method. The treatment on the experimental group was conducted on 28th, 31st March and 4 April 2001. While the control group was taught on 27th, 29th March and 3th April 2001. In each treatment, the students were taught two tenses: simple present tense and simple past tense. It was given in 90 minutes. From the teaching English peocess, it was seen that the experimental group was become active. While the control class was passive and listen only what explained by the teacher. The last session, these two groups were compared in their writing ability through their post-test scores to know whether there is a significant effect of teaching grammar using the inductive method on the students' writing ability or not.

4.4.3 The Result of Post Test

The results of post tests were used to know whether there is a significant effect or not between the students' writing ability in the experiment group and in the control group. Before assigning the test to the students, the items of the test have been consulted first to the English teacher. The test used in this research was written test. Written test was used to investigate the students' ability in writing. The results of test are presented on the table below.

Table 2. The Post-test Results of the Experimental Group.

NO	SCORE(X)	X^2	NO	SCORE(X)	X^2
1.	43	1849	21.	82	6724
2.	47	2209	22.	43	1849
3.	82	6724	23.	70	4900
4.	95	9025	24.	55	3025
5.	70	4900	25.	72	5184
6.	80	6400	26.	61	3721
7.	47	2209	27.	43	1849
8.	49	2401	28.	73	5329
9.	53	2809	29.	47	2209
10.	80	6400	30.	66	4356
11.	70	4900	31.	74	5476
12.	62	3844	32.	75	5626
13.	70	4900	33.	51	2601
14.	51	2601	34.	47	2201
15.	75	5625	35.	92	8464
16.	48	2304	36.	70	4900
17.	60	3600	37.	46	2116
18.	54	2916	38.	93	8649
19.	60	3600	39.	47	2209
20.	84	7056	Σ	2487	167667

Table 3. The Post-test Results of the Control Group.

NO	SCORE(X)	X^2	NO	SCORE(X)	X^2
1.	58	3364	21.	60	3600
2.	60	3600	22.	64	4096
3.	59	3481	23.	19	324
4.	55	3025	24.	65	4225
5.	39	1521	25.	92	8464
6.	47	2209	26.	33	1089
7.	65	4225	27.	72	5184
8.	89	7921	28.	70	4900
9.	72	5184	29.	60	3600
10.	75	5625	30.	45	2025
11.	79	6241	31.	63	3969
12.	53	2809	32.	32	3969
13.	92	8464	33.	72	5184
14.	75	5625	34.	25	625
15.	56	3136	35.	50	2500
16.	84	7056	36.	100	10000
17.	70	4900	37.	57	3249
18.	67	4489	38.	52	2704
19.	75	5625	39.	44	1939
20.	58	3364	Σ	2403	160599

4.5. Data Analysis

After obtaining the data, then they are analyzed using statistical analysis test. It is used to find the significant mean difference of the two classes.

The first step is to multiply the individual scores to find the sum of them (ΣX), then to find the mean of each group with the formula:

$$Mx = \frac{\sum X}{n}$$

Where:

ΣX = the total number of individual scores

n = the total number of the students of each group

$$Mx = \frac{\sum X}{n}$$
$$= \frac{2487}{39}$$
$$= 63.77$$

$$My = \frac{\sum Y}{n}$$
$$= \frac{2403}{39}$$
$$= 61.62$$

Notes:

Mx : mean of the experimental group
My : mean of the control group

The second step is to find the individual scores deviation of each group with the formula:

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

Σx^2 = the total number of individual scores deviation

$(\Sigma X)^2$ = the total number of individual scores

n = the total number of students of each class

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$= 167667 - \frac{(2487)^2}{39}$$

$$= 167667 - \frac{6185169}{39}$$

$$= 167667 - 158594,08$$

$$= 9072.92$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$= 160599 - \frac{(2403)^2}{39}$$

$$= 160599 - \frac{5774409}{39}$$

$$= 160599 - 148061.77$$

$$= 12537.23$$

Notes:

$\sum x^2$: the total number of individual scores deviation of the experimental group

$\sum y^2$: the total number of individual scores deviation of the control group

The last step is computing the scores statistically using the *t-test* formula. The computation is as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left\{\frac{1}{Nx} + \frac{1}{Ny}\right\}}}$$

$$= \frac{63,77 - 61,62}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{39 + 39 - 2}\right]\left\{\frac{1}{39} + \frac{1}{39}\right\}}}$$

$$= \frac{2,15}{\sqrt{\left\{\frac{9072,92 + 12537,23}{76}\right\}\left\{\frac{2}{39}\right\}}}$$

$$= \frac{2.15}{\sqrt{(284.34)(0.05)}}$$

$$= \frac{2.15}{\sqrt{14.22}}$$

$$= \frac{2.15}{3.77}$$

$$= 0.57$$

It is found that the result of the statistical computation value of the *t-test* is 0.57. The result is then consulted to *the t-table* at the significance level of 5% using degree of freedom. The degree of freedom (db) = Nx + Ny - 2

$$= 39 + 39 - 2$$
$$= 76$$

The *t-test* table of 76 degree of freedom at the significance level of 5% is 2,000. Since the statistical computation value of *t-test* is 0.57, it means that the result is lower than *t-test* table value (0.57 < 2.000). So the null hypothesis is accepted and the alternative hypothesis is rejected.

4.6 Discussion

Based on the result of data analysis, it is known that the statistical computation is 0.57, while the *t-table* value on the degree of freedom 76 with the significance level of 5% is 2.000. So the statistical computing value of *t-test* is lower than *t-table* value. It means that the result of the data analysis is not significant. So, there is no significant effect of teaching grammar using the inductive method on the students' writing ability. Therefore, the alternative hypothesis is rejected.

The result means there is no difference on the students' writing ability whether they were taught using the inductive method or the deductive method. Those two methods have similar effect on the students' understanding about the present tense and the past tense. This result can happen, probably because the second year students have already been familiar with the patterns of the simple present tense and the simple past tense. If this research is applied to the students who learn the tenses for the first time, the results might be different.

Concerning with the result of the data analysis above, it happens probably because of other factors in the aspect of the students' writing ability, teaching learning process, the teacher's ability and etc. However, if the mean score of each group is compared; the experimental group is slightly higher than the control group (63.77 > 61.62). It can be said that teaching grammar using the inductive method still gives

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
The Effect of Teaching Grammar Using the Inductive Method on the Students' Writing Ability at SMUN 4 Jember in the 2000/2000 Academic Year.	Is there any Significant Effect of Teaching Grammar Using the Inductive Method on the Students' Writing Ability at SMUN 4 Jember in the 2000/2001 Academic Year?	a. Independent Variable: - teaching grammar b. Dependent Variable: - writing ability	a. Teaching: - Simple Present Tense - Simple Past Tense b. Writing scores in: Making a paragraph (about 10 sentences) that contains simple present tense and simple past tense.	Data Resources: - Area determination method: Purposive (The Students of SMUN 4 Jember) - Respondent determination method: Cluster random sampling - Data collection method: a. Observation b. Interview c. Documentary Study d. Test - Data analysis method: $$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$	- Area determination method: Purposive - Respondent determination method: Cluster random sampling - Respondent determination method: Cluster random sampling - Data collection method: a. Observation b. Interview c. Documentary Study d. Test - Data analysis method: t : t-test Mx : mean of the experiment group My : mean of the control group x : deviation of individual score of the experiment group y : deviation of individual score of the control group Nx : number of subject of the experiment group Ny : number of subject of the control group	a. Alternative Hypothesis: There is a significant effect of teaching grammar using the inductive method on the students' writing ability at SMUN 4 Jember in the 2000/2001 academic year. b. Null Hypothesis: There is no significant effect of teaching grammar using the inductive method on the students' writing ability at SMUN 4 Jember in the 2000/2001 academic year.

Appendix 2

Lesson Plan (Control Group)

Subject   : English
Level/Cawu   : II/2
Theme   : -
Sub Theme   : -
Time   : 2 x 45'
Component   : Grammar

I. General Instructional Objective

By mastering 2500 new vocabularies in the level of vocabulary about 3000 and grammar which is suitable with the theme and sub theme that has been chosen, the students are able to read, to listen, to speak and to write.

II. Specific Instructional Objectives

1. The students are able to understand the use of simple present tense.
2. The students are able to understand the use of simple past tense.

III. Material Description
Enclosed.

IV. Teaching Learning Activity
a. Method   : deductive approach.
b. Procedure :

NO	Teaching Learning Activity	Time
I	Introduction a. Greeting. b. Warming-up. c. Tell to the class about the material that will be discussed.	10'
II	Main Activity a. Show the pattern of simple present tense and give explanation. b. Give the task about simple present tense. c. Show the pattern of simple past tense. d. Give the task about simple past tense.	20' 15' 20' 15'
III	Closing a. Give opportunity to the students to ask some questions. b. Ask the students some question. c. Summarize the material	10'

V. Media and Source of Teaching

a. Media   : chart

b. Source   : 1. GBPP for SMU 1994.

　　　　　　　　　2. English Sentence Structure, Robert Krohn.

　　　　　　　　　3. Modern English, Marcella Frank.

VI. Evaluation

a. Procedure   : Learning Result Evaluation.

b. Evaluation instrument   : Test

Jember, January 2001

Practitioner

Agus Luthfi

Material

I. The Usage of Simple Present Tense

Simple present tense has some usage. They are as follows.

1. The simple present tense expresses general time. It has no terminal point in time (the past, the present, and the future). The timeless time of the simple present tense is especially useful in general statement. Such general statements may range all the way from eternal truths of generalizations about the customs of single individuals.

   It means that the simple present tense expresses activities or conditions that are relatively permanent, besides it also expresses the custom.

   a. General truth: includes the laws or principles of the physical and the social sciences.

      For example:

      - The earth revolves around the sun.

      - The sun rises in the east.

   b. Custom: includes the habitual actions of nations, community.

      For example:

      - The members of our club play music once a week.

      - Lina always take her umbrella with me when it rains.

2. Simple present tense expresses present time. It indicates present time with many non-action verbs (be, seem, look, appear, etc.), especially those expressing state or condition. Many of these verbs are duration without being limited by a beginning or an end. It means that the simple present tense expresses state or condition have existed before, and will probably continue to exist after the moment of speaking, but the beginning and the end are not limited.

   For example:

   - She seems to be very tired today.

Task I

Supply correct present tense of the verbsin parentheses!

1. She (go) to school everyday.
2. We (learn) English but they (not learn) English.
3. The sun (shine) in Egypt.
4. The teacher (point) at the blackboard when he (want) to explain something.
5. He generally (sing) in English but today he (sing) in French.
6. I wear a coat because the sun (not shine).
7. Mother (cook) some food in the kitchen at present; she always (cook) in the morning.
8. She never (find) the money she (lose).
9. They (work) in London; they (buy) and (sell) cars.
10. These apples (are) very green.

II. The Usage of Simple Past Tense

The simple past tense indicates definite time terminating in the past. There are three usage of the simple past tense.

1. Simple past tense expresses one event completed in the past. It can be concluded that the simple past tense shows the activity happened in the past and finished before the moment of speaking. Adverbs indicating past time usually modify the verb (yesterday, last week, ago, etc.).

   For example:

   - Tedy received a letter from his mother.

2. Simple past tense expresses repeated events completed in the past and no longer happening. In other words, simple past tense indicates events are done more than once, in which, it happened in the past.

   For example:

   - He often spent his vacation in the mountain, when he was child.

3. The simple past tense expresses duration of an event completed in the past. So simple past tense indicates activity or event happened in the past in which the duration of time is also stated there too.

For example:

- He lived in New York two years and then he decided to return to Jakarta.

Task II

Put the verbs into the correct tenses!

1. Columbus (discover) America more than 40 years ago.

2. I (not see) you for more than a week.

3. She (not eat) caviare since I was in Moscow.

4. Old George (not be) here for years!

5. They (come) here a month ago.

6. He (not speak) to me for over three weeks.

7. I (buy) one like it a month ago.

8. We (finished) our job yesterday.

9. Ani (sit) behind me since two hours ago.

10. You (have) a new one every day for over two weeks.

Appendix 3

<div align="center">

Lesson Plan (Experimental Group)

</div>

Subject	: English
Level/Cawu	: II/2
Theme	: -
Sub Theme	: -
Time	: 2 x 45'
Component	: Grammar

I. General Instructional Objective

By mastering 2500 new vocabularies in the level of vocabulary about 3000 and grammar which is suitable with the theme and sub theme that has been chosen, the students are able to read, to listen, to speak and to write.

II. Specific Instructional Objectives

1. The students are able to understand the application of the simple present tense in the form of a paragraph
2. The students are able to understand the application of the simple past tense in the form of a paragraph.

III. Material Description

Enclosed.

IV. Teaching Learning Activity

a. Method : inductive approach.

b. Procedure :

NO	Teaching Learning Activity	Time
I	Introduction	10'
	a. Greeting.	
	b. Warming-up.	
	c. Tell to the class about the material that will be discussed.	
II	Main Activity	
	a. Give a reading text to the students.	5'
	b. Ask the students to read the reading text.	5'
	c. Discuss the tenses in the reading text.	35'
	d. Give the task to the students.	20'
III	Closing	10'
	d. Give opportunity to the students to ask some questions.	
	e. Ask the students some question.	
	f. Summarize the material	

V. Media and Source of Teaching

a. Media : chart

b. Source : 1. GBPP for SMU 1994.

2. English Sentence Structure, Robert Krohn.

3. Modern English, Marcella Frank.

VI. Evaluation

a. Procedure : Learning Result Evaluation.

b. Evaluation instrument : Test

Jember, January 2001

Practitioner

Agus Luthfi

Material

Read the text carefully!

I was born in Jember at 1984. My parent gave me a name; Ali. I am a student of SMUN 04 Jember Indonesia the second level. My father is a teacher. He teaches in SDN IV Sumbersari. While, my mother is a merchant. She sells daily needs in Tanjung Market. I have a sister and a brother. My sister studies in Junior High School and my brother finished his study in Jember University. Now, he works in one of industries in Jember City.

Task I

Put the verbs in the bracket into correct tenses!

I (have) a funny story. It (happen) when I (be) in Senior High School about three years ago. One day, I (enter) my classroom and (see) a girl. I (be) sure that she (be) my classmate. Next, I (surprise) her from backside. Spontaneous, She (shouted) and (look) at me. Then, I (get) surprise because she (be not) my classmate. So, I (say) sorry and (try) to smileto her. Although she (be) very angry, she (smile) to me. Now, she (become) my best friend. When we (remember) that incident, we always laugh.

Read the dialogue carefully!

Andi: "Hello John, how are you?"

John: "I am fine, and you?"

Andi: "Fine too. What do you do?"

John: "I read new magazine. It is very interesting.

Andi: "Is your magazine new?"

John: "Yes, I bought yesterday."

Andi: "Where did you buy?"

John: "I bought in Gramedia."

Task II

Put the verbs in the brackets into correct tenses!

I (have) a favourite singer. His name (be) Nick Carter. He (be) a member of popular group. His group (be) Backstreet Boys. He (be) born at 10 December 1980. About two years ago, they (have) nice song. The title (be) "I want it that way." Every young people (know) that song.

Appendix 4

Observation Guide

NO	The Data Taken	The Data Resources
1	The Discussed Topic	The English Teacher
2	The Media used	The English Teacher
3	The Instructional Objectives Used	The English Teacher
4	The Teaching Learning Procedures	The English Teacher
5	The Teacher's Technique in Teaching Writing	The English Teacher
6	The Model of Writing Task Tested	The English Teacher
7	The Evaluation	The English Teacher
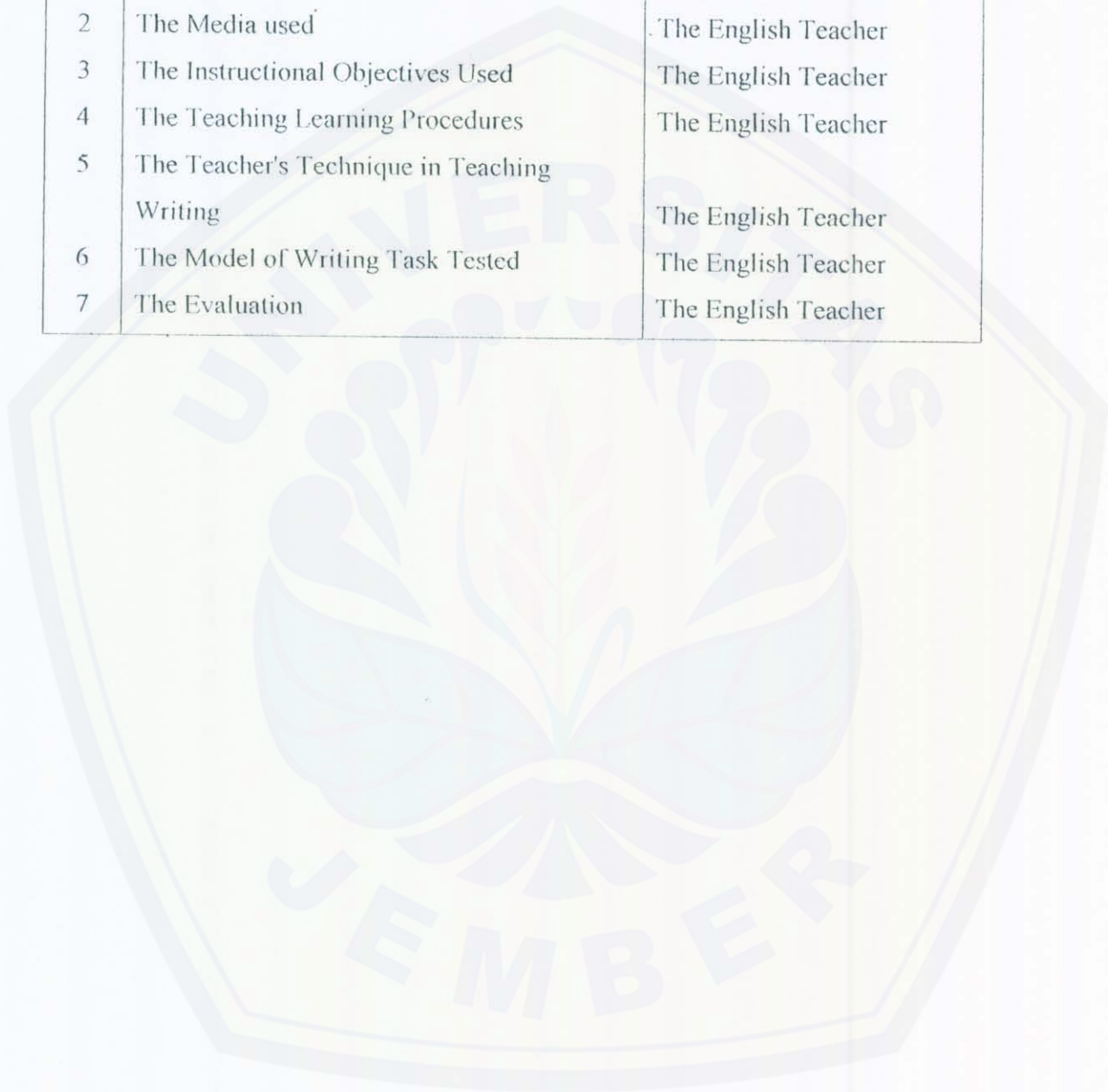
Appendix 5

Interview Guide

NO	Question
1	Would you please explain, how do you teach writing skill to your students?
2	What kinds of techniques do you usually use in teaching writing?
3	What media do you usually use in teaching writing?
4	Would you mention the writing tasks do you usually assign for students?
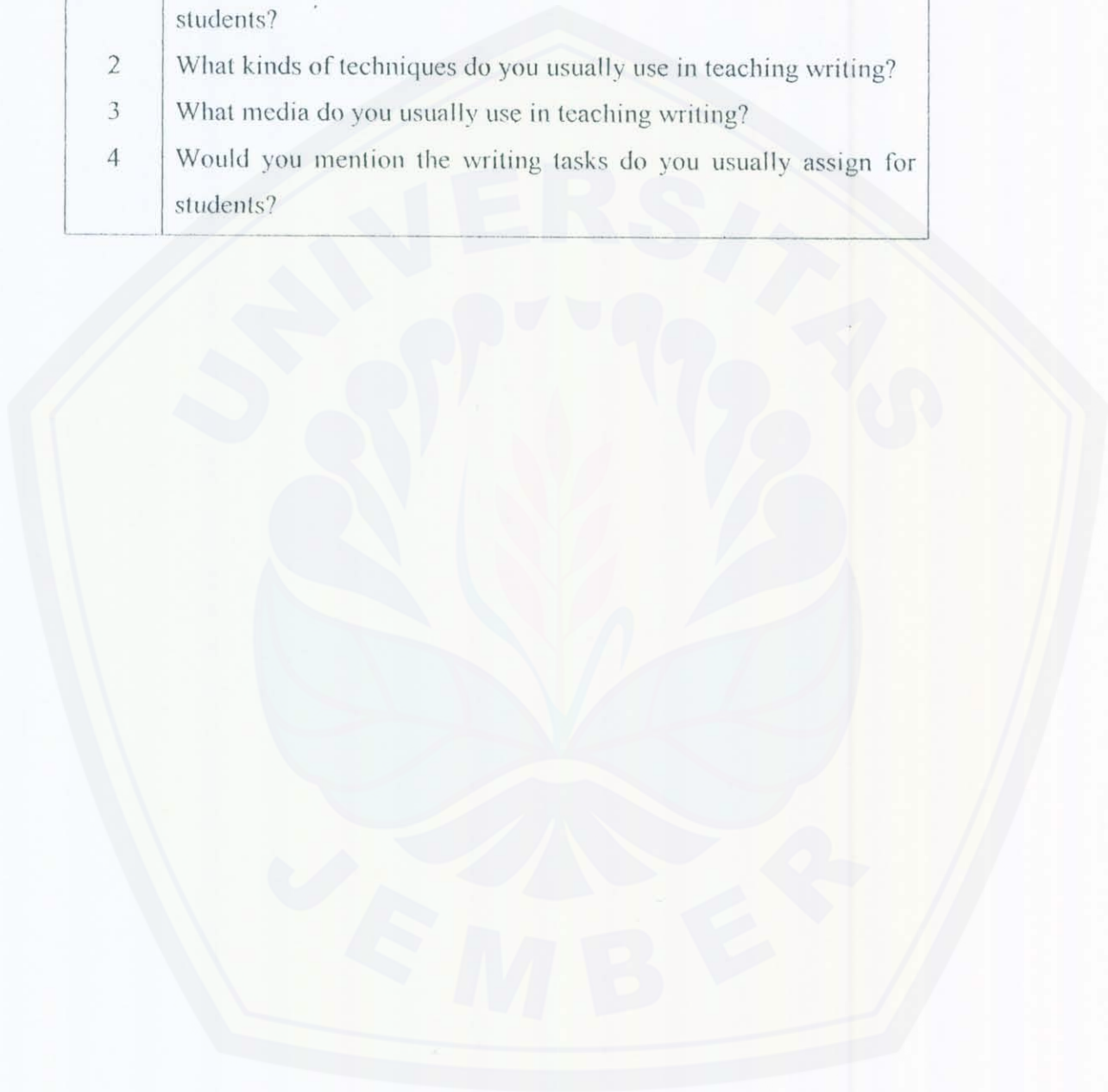
Appendix 6

Documentary Guide

NO	The Data Taken	The data Resources
1	The Names of Respondents	Document
2	The English books used by the teacher	Document
3	The example of lesson plan	Document

Appendix 7

Post Test Items

a. Choose one of the following topics and apply simple present tense. Make a short paragraph using your own words that contain not more than ten sentences! The topics are as follows.

1. My daily activities
2. My favorite actor/actress
3. My favorite singer

4. My favorite people in my life
5. My favorite athlete

b. Choose one of the following topics and apply simple past tense. Make a short paragraph using your own words that contain not more than ten sentences! The topics are as follows.

1. My funny story
2. My unforgotten experience
3. My life story

Appendix 8

Homogeneity Test

Put the verbs in the bracket into correct tenses!

I (have) a funny story. It (happen) when I (be) in Senior High School about three years ago. One day, I (enter) my classroom and (see) a girl. I (be) sure that she (be) my classmate. Next, I (surprise) her from backside. Spontaneous, She (shouted) and (look) at me. Then, I (get) because she (be not) my classmate. So, I (say) sorry and (try) to smileto her. Although she (be) very angry, she (smile) to me. Now, she (become) my best friend. When we (remember) that incident, we always laugh.

The Answer Key.

I have a funny story. It happened when I was in Senior High School about three years ago. One day, I entered my classroom and saw a girl. I was sure that she was my classmate. Next, I surpraised her from backside. Spontaneous, she shouted me and looked at me. Then, I got surprised because she was not my classmate. So, I said sorry and tried to smile at her. Although she she was very angry, she smiled at me. Now, she become my best friend. When we remember that incident, we always laugh.

Appendix 9

The result and data analysis of the homogeneity test.

Table 1. The tabulation of homogeneity test scores of II1 up to II6.

NO	II1		II2		II3		II4		II5		II6	
	X	X^2	X	X^2	X	X^2	X	X^2	X	X^2	X	X^2
1.	47	2209	50	2500	88	7744	58	3364	64	4096	50	2500
2.	82	6724	94	8836	76	5776	82	6727	52	2704	64	4096
3.	88	7744	70	4900	50	2500	64	4096	70	4900	58	3364
4.	76	5776	64	4096	88	7744	88	7744	64	4096	88	7744
5.	50	2500	50	2500	70	4900	70	4900	88	7744	88	7744
6.	82	6724	88	7744	52	2704	52	2704	76	5776	94	8836
7.	7-	4900	70	4900	70	4900	47	2209	50	2500	88	7744
8.	64	4096	64	4096	70	4900	82	6727	64	4096	58	3364
9.	50	2500	94	8836	70	4900	64	4096	70	4900	52	2704
10	70	4900	64	4096	100	10000	70	4900	58	3364	64	4096
11.	52	2704	88	7744	52	2704	88	7744	76	5776	88	7744
12.	76	5776	50	2500	70	4900	70	4900	82	6724	70	4900
13.	76	5776	70	4900	88	7744	64	4096	64	4096	50	2500
14.	76	5776	82	6724	50	2500	52	2704	70	4900	64	4096
15.	70	4900	64	4096	64	4096	47	2209	82	6724	70	4900
16.	64	4096	94	8836	100	10000	88	7744	88	7744	76	5776
17.	64	4096	70	4900	64	4096	64	4096	76	5776	50	2500
18.	88	7744	88	7744	52	2704	58	3364	70	4900	64	4096

No												
19.	88	7744	64	4096	64	4096	47	2209	94	8836	52	2704
20.	70	4900	70	4900	70	4900	82	6727	70	4900	88	7744
21.	94	8836	88	7744	76	5776	82	6727	88	7744	70	4900
22.	70	4900	50	2500	50	2500	50	2500	88	7744	82	6724
23.	76	5776	76	5776	50	2500	58	3364	64	4096	76	5776
24.	88	7744	94	8836	76	5776	94	8836	64	4096	88	7744
25.	82	6724	70	4900	70	4900	64	4096	70	4900	88	7744
26.	64	4096	70	4900	64	4096	70	4900	76	5776	94	8836
27.	70	4900	82	6724	52	2704	50	2500	50	2500	94	8836
28.	82	6724	64	4096	64	4096	88	7744	76	5776	76	5776
29.	76	5776	88	7744	88	7744	82	6727	52	2704	70	4900
30.	58	3364	100	10000	64	4096	50	2500	76	5776	88	7744
31.	70	4900	50	2500	100	10000	50	2500	70	4900	70	4900
32.	64	4096	70	4900	58	3364	64	4096	64	4096	70	4900
33.	50	2500	64	4096	88	7744	94	8836	70	4900	70	4900
34.	76	5776	88	7744	76	5776	82	6727	82	6724	100	10000
35.	88	7744	76	5776	88	7744	52	2704	88	7744	52	2704
36.	64	4096	70	4900	88	7744	70	4900	76	5776	64	4096
37.	70	4900	64	4096	58	3364	88	7744	47	2209	64	4096
38.	52	2704	76	5776	64	4096	64	4096	82	6724	94	8836
39.	64	4096	82	6727	50	2500	52	2704	52	2704	82	6724
40.	-	-	70	4900	-	-	76	5776	70	4900	70	4900
41.	-	-	70	4900	-	-	82	6727	-	-	50	2500
42.	-	76	5776	-	-	52	2704	-	-	-	-	-
Σ	2761	201237	3086	234252	2738	201132	2845	201699	2815	203713	2927	218753

Table 2. The Variant Analysis Computation

	II-1	II-2	II-3	II-4	II-5	II-6	TOTAL
N	39	42	39	42	40	41	243
ΣX	2761	3086	2738	2845	2815	2927	17172
ΣX^2	201237	234252	201132	201699	203713	218753	1260786
M	70.79	73.48	70.21	67.74	70.38	71.39	423.98

Notes:

N : Number of Respondent

X : The homogeneity Scores

M : Mean of Group

The F-test score was calculated using the data above, while the procedure of calculating the F-test is as follows:

1. $SSt = \Sigma X^2 - \dfrac{(\Sigma X)^2}{N}$

$= 1260786 - \dfrac{(17172)^2}{243}$

$= 1260786 - 1213488$

$= 47298$

2. $SSb = \dfrac{(\Sigma X1)^2}{N1} + \dfrac{(\Sigma X2)^2}{N2} + \dfrac{(\Sigma X3)^2}{N3} + \dfrac{(\Sigma X4)^2}{N4} + \dfrac{(\Sigma X5)^2}{N5} + \dfrac{(\Sigma X6)^2}{N6} - \dfrac{(\Sigma X)^2}{N}$

$= \dfrac{(2761)^2}{39} + \dfrac{(3086)^2}{42} + \dfrac{(2738)^2}{39} + \dfrac{(2845)^2}{42} + \dfrac{(2815)^2}{40} + \dfrac{(2927)^2}{41} - \dfrac{(17172)^2}{243}$

$= 195464.64 + 226747.52 + 192221.64 + 172714.88 + 198105.63 + 208959.24 - 1213488$

$= 725.55$

3. $SSw = SSt - SSb$

$$= 47298 - 725.55$$

$$= 46572.45$$

4. $S^2b = \dfrac{SSb}{K-1}$

$$= \dfrac{725.55}{6-1}$$

$$= 145.11$$

5. $S^2w = \dfrac{SSw}{N-K}$

$$= \dfrac{46572.45}{243-6}$$

$$= 196.51$$

6. $F = \dfrac{S^2b}{S^2w}$

$$= \dfrac{145.11}{196.51}$$

$$= 0.74$$

Notes:

SSt	: Total Sum of Square
SSb	: Sum of Squares between Groups
SSw	: Sum of squares within groups
S^2b	: Variance Estimate between groups
S^2w	: Variance Estimate within groups
F	: F-test (Butler, 1895:115)

Based on the above calculations, it was found that F-test: 0.74 and F table with dfb (5) (237) was 2.26. In the other words, F-test was less than F-table (0.74 < 2.23). This means that, there is no different on the students' writing ability in the aspect of grammar among the six classes or the six classes were homogeneous. Therefore, the two classes were taken from those six classes as the sample randomly. They were class II-1 as the experiment group and class II-3 as the control group.

Appendix 10

NAMES OF RESPONDENTS

Table 1. The Names of the Experimental Group (Class: III).

NO	NAME	NO	NAME
1.	Harinto Tri W.	21.	Eni Yosi Amardani
2.	Adi Saputro	22.	Fera Farid Irawati
3.	Aelliyah Riefaeni	23.	Indah Puspita Sari
4.	Agung Kurnia Efendi	24.	Iwan Kurniawan
5.	Angelia Hening tiyasari	25.	Meiga Wahyuningtyas
6.	Anom Budiningsih	26.	Mentik Junaidah
7.	Bambang Hermanto	27.	Ratih Yuliarta
8.	Chandra Yudistira	28.	Ratna Diastutik
9.	Dadang Sandro Kirana	29.	Ricki Febrianto R.
10.	Danis Astanty	30.	Ririn Setyowati
11.	Dedi Indra Kuntarto	31.	Rizky Ryan F.
12.	Dedi Pranata	32.	Runki Fajar Siddiq
13.	Diah Pratiwi Oktavia	33.	Susan Kristiandari
14.	Dian Puspita Ratna	34.	Toti Firmansyah
15.	Dian Restina NS.	35.	Vidya Nirmala
16.	Diena Dwi Kusrian	36.	Wilujeng Dwi Hartanti
17.	Dyan Zohansah	37.	Yuanita Atmayansari
18.	Ega Guruh Satria	38.	Ardian Teguh W.
19.	Eka Nurma Yulita	39.	Rizky Perdana K.
20.	Eni Purwaningsih	40.	-

Table 2. The Names of the Control Group (Class: II3).

NO	NAME
1.	Agung Rachmanto
2.	Agung Wibowo
3.	Agus Eko Prasetyo
4.	Agustin Yulia
5.	Ainun Nikmah
6.	Alexander Wahono
7.	Anas Indriani OE.
8.	Annis Nurul Karimah
9.	Dewi Wulandari
10.	Dimas Agung Kristian
11.	Eko Ratih Pratiwi
12.	Eka Ratnasari
13.	Eni Hidayati
14.	Ery Apriliani
15.	Eni Agustin
16.	Erfina Fuadatul Khilmi
17.	Esty Yanuarika Utami
18.	Fafan Yuniarto
19.	Fery Irawati
20.	Fiderica Richi S.

NO	NAME
21.	Firdaus Tirtasari
22.	Heny Wahyu S.
23.	Indah Yulistiyaningsih
24.	Indra Prasetya N.
25.	Ismoko Pamungkas
26.	Itmi Habibi
27.	Junianto Kurniawan
28.	Kartika Setyawan
29.	Maria Dwi Raharjo
30.	M. Widi Wijayanto
31.	Newika Mulia
32.	Pandu Hendra Sasmita
33.	Ratih Rozana
34.	Sandra Zakaria CF.
35.	Siti Noer Aisyah
36.	Sri Astuti Handayani
37.	Virsco Utharia
38.	Yudita Nova Rosana
39.	Diah Puspito Retno
40.	-

Appendix 11

TABEL NILAI-NILAI t DENGAN TARAF SIGNIFIKANSI
5% DAN 1%

db	Taraf Signifikansi	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	2,571	4,032
6	2,447	3,707
7	2,365	3,499
8	2,306	3,355
9	2,262	3,250
10	2,228	3,169
11	2,201	3,106
12	2,179	3,055
13	2,160	3,012
14	2,145	2,977
15	2,131	2,947
16	2,120	2,921
17	2,110	2,898
18	2,101	2,878
19	2,093	2,861
20	2,086	2,845
21	2,080	2,831
22	2,074	2,819
23	2,069	2,807
24	2,064	2,797
25	2,060	2,787
26	2,056	2,779
27	2,052	2,771
28	2,048	2,763
29	2,045	2,756
30	2,042	2,750
40	2,021	2,704
60	2,000	2,660
120	1,980	2,617
	1,960	2,576

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk K.K Pembilang

d.b. untuk K.K Penyebut	1	2	3	4	5	6	7	8
1	161	200	215	225	230	234	237	233
	4052	4999	5403	5625	5764	5859	5928	5931
2	18,51	19,00	19,16	19,25	19,30	19,33	19,35	19,37
	98,49	99,00	99,17	99,25	99,30	99,33	99,34	99,36
3	10,13	9,55	9,28	9,12	9,01	8,94		8,34
	34,12	30,82	29,46	28,71	28,24	27,91	27,67	27,49
4	7,71	6,94	6,59	6,39	6,26	6,16	6,05	6,04
	21,20	18,00	15,69	15,98	15,52	15,21	14,98	14,80
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73
	12,25	9,55	8,45	7,85	7,46	7,19	7,00	6,84
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85
	9,33	6,93	5,95	5,41	5,06	4,82	4,65	4,50
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70
	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00

Appendix — TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk K.K Penyebut

d.b.	2	3	4	5	6	7	8
16	4,49	3,51	3,24	3,01	2,85	2,74	2,66
	8,53	6,23	5,29	4,77	4,44	4,20	4,03
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62
	8,40	6,11	5,18	4,67	4,34	4,10	3,93
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58
	8,28	6,01	5,09	4,58	4,25	4,01	3,85
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55
	8,18	5,93	5,01	4,50	4,17	3,94	3,77
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52
	8,10	5,85	4,94	4,43	4,10	3,87	3,71
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49
	8,02	5,78	4,87	4,37	4,04	3,81	3,65
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47
	7,94	5,72	4,82	4,31	3,99	3,76	3,59
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45
	7,88	5,66	4,76	4,26	3,94	3,71	3,54
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43
	7,82	5,61	4,72	4,22	3,90	3,67	3,50
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41
	7,77	5,57	4,68	4,18	3,86	3,63	3,46
26	4,22	3,37	2,98	2,74	2,59	2,47	2,39
	7,72	5,53	4,64	4,14	3,82	3,59	3,42
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37
	7,68	5,49	4,60	4,11	3,79	3,56	3,39
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36
	7,64	5,45	4,57	4,07	3,76	3,53	3,36
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35
	7,60	5,42	4,54	4,04	3,73	3,50	3,33
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34
	7,56	5,39	4,51	4,02	3,70	3,47	3,30

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,52	3,93	3,51	3,20	2,99	2,82	2,69
125	3,92	3,07	2,63	2,44	2,29	2,17	2,05	2,01
	6,84	4,73	3,74	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96
	6,70	4,66	3,33	3,36	3,06	2,85	2,69	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,62	3,30	3,34	3,04	2,82	2,56	2,53
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51

(bersambung)

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
32	4,15	3,30	2,90	2,57	2,51	2,40	2,32	2,25
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08
36	4,11	3,26	2,85	2,63	2,48	2,36	2,28	2,21
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13
	7,17	5,06	4,20	3,72	3,41	3,18	3,02	2,88
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11
	7,12	5,01	4,16	3,68	3,37	3,15	2,98	2,85
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82
65	3,99	3,14	2,75	2,51	2,36	2,24	2,15	2,08
	7,04	4,95	4,10	3,62	3,31	3,09	2,93	2,79
70	3,98	3,13	2,74	2,50	2,35	2,23	2,14	2,07
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05
	6,96	4,88	4,04	3,56	3,25	3,04	2,87	2,74

(bersambung)

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp / Fax (0331) 334988 Jember 68121

Nomor : C.965 /J25.1.5/PL5/2000   **12 MAR 2001**
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. ....
....
di.
....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a   : ....

N i m   : ....

Program/Jurusan : ....

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud

melaksanakan penelitian dengan Judul :

....
....
....
....
....

Pada lembaga yang saudara pimpin.

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara

berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. DJOKO SUHUD
NIP. 130 355 407

Irnl-SP

DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH PROPINSI JAWA TIMUR
SMU NEGERI 4 JEMBER
Jl. Hayam Wuruk 145 Telp. (0331) 421819 Jember 68135

SURAT KETERANGAN PENELITIAN
Nomor : 330/I04.32/SMU.04/PP/2001

Yang bertanda tangan di bwah ini Kepala SMU Negeri 4 Jember, menerangkan bahwa :

N a m a	:	AGUS LUTFI
NIM	:	960210401042
Jurusan/Program	:	Bahasa Inggris
Fakultas	:	Ilmu Pendidikan Univ. Jember

adalah benar-benar telah melaksanakan penelitian di SMU Negeri 4 Jember sejak tanggal 21 Maret sampai dengan 7 April 2001, dalam rangka menyelesaikan penyusunan skripsi dengan judul : " THE EFFECT OF TEACHING GRAMMAR USING INDUCTIVE METHOD ON THE STUDENTS WRITING ABILITY AT SMUN 4 JEMBER IN THE 2000/2001 ACADEMIC YEAR'.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Jember, 14 April 2001
Kepala Sekolah

ROEMINI, SP.d
NIP. 130325601

APPENDIX 15

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Agus Luthfi

Nim / Jurusan / Angkatan : 960210901042 / P.B.S. B. Inggris / 1996

Judul Skripsi : The effect of teaching grammar on the students' writing ability in SMUN (x) Jember in the academic year 2000/2001

Pembimbing I : Dra. Wiwiek Istianah Mkes, MEd.

Pembimbing II : Drs. Budi Setyono, MA.

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Jum'at, 2-25-2000	matrix & judul I	
2.	Jum'at, 2-6-2000	chapter I	
3.	Sabtu, 3-6-2000	chapter 1 (major revs.)	
4.	Senin, 12-6-2000	chapter 1 (minor rev.)	
5.	Selasa, 22-8-2000	chapter II & III	
6.	Selasa, 21-11-2000	chapter II & III	
7.	Senin, 11-12-2000	chapter II & III	
8.	Senin, 13-12-2000	chapter II & III	
9.	Selasa, 23-1-2001	chapter I, II & III	
10.	Senin, 29-1-2001	Chapter II (?), & III	
11.	Jum'at, 2-4-2001	chapter 1 - 5	
12.	Selasa, 29-4-2001	chapter 1 - 5	
13.	Senin, 30-4-2001	Abstract + others	
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Agus Luthfi

NIM/Angkatan : 960210401042 / 1996

Jurusan/Program Studi : Pend. Bahasa & Seni / Pend. Bahasa Inggris

Judul Skripsi : The Effect of Teaching Grammar on The Students' Writing Ability in SMUN 4 Jember in The Academic Year 2000 / 2001

Pembimbing I : Dra. Wiwiek Istianah, M.Kes, MEd.

Pembimbing II : Drs. Budi Setyono , MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Senin, 19-2-2001	Bab I, II & III	
2.	Selasa, 27-2-2001	Bab I, II & III	
3.	Senin, 6-3-2001	Bab I, II & III	
4.	Selasa, 29-4-2001	Bab IV & V	
5.	Rabu, 2-4-2001	Bab IV & V	
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi