

THE EFFECT OF USING INDUCTIVE METHOD IN TEACHING SIMPLE PAST TENSE THROUGH NARRATIVE STORIES ON THE EIGHTH GRADE STUDENTS OF SIMPLE PAST TENSE MASTERY AT SMPN 2 SUKODONO LUMAJANG

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ABSTRACT

Based on the calculation, the result of this research showed that there was a significant effect of using inductive method on student's simple past tense mastery of the eighth grade students of SMPN 2 Sukodono Lumajang. It was proven by the value of t-test was higher than the value of t-table with significant level of 5% ($4.736 > 1.994$). This means that the null hypothesis (H_0) formulated: "there is no significant effect of using inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang." was rejected, while the alternative hypothesis (H_a): "there is a significant effect of using Inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang" was accepted.

Based on the results of this research, it was proved that there was a significant effect of using Inductive method in teaching simple past tense through narrative stories on the eighth grade students of simple past tense mastery at SMPN 2 Sukodono Lumajang. Therefore, it is recommended for the English teacher to use Inductive method in teaching simple past tense through narrative stories. Moreover, the result of this research can be used by the future researcher as reference or information in conducting future research dealing with similar problem by using another research design by applying Inductive method in teaching simple past tense through narrative stories.

Keywords: *Experimental Research, Inductive Method, Simple Past Tense, Narrative Stories*

INTRODUCTION

English is one subject that has an important role in education. English performs the role of lingua franca for many people in the world (Tonkin, 2003:6). It means that English is used as communicative language that has an important role in the world. It is the means of communication used between groups of people. As a means of communication the people should use the correct grammar and structure of English, so the communication can run well.

In Indonesia, English has status as a main foreign language taught at junior and senior high schools. Most student who are required to master English, think that English grammar is difficult to learn. It cannot be denied that English grammar can be a difficult lesson, especially for the students who learn English as a foreign language. In addition, there is a linguistic knowledge in English which consists of the ability to analyze and recognize the structural features and components in the language itself. Considering the fact, it can be said that it is probably impossible to communicate in a foreign language (in this

case English) without knowing the grammatical rules/structures of the target language. Some experts say that it would not be a problem as long as the meaning of the utterance is acceptable / understandable by the hearer, because grammar or structure not only focuses on form but also on meaning and it cannot be separated from the context as well.

Usually, the students' have problem in learning English grammar it caused by the weakness of comprehending the grammar rules. Because, the grammar in Indonesian and English absolutely different. Usually the students forget about the differences of present and past structure used in English, for example when they write a sentence "My father go to Surabaya yesterday" this sentence tells about something occur in the past (yesterday) but the students forget if they tell about past they must change the verb into verb2 "My father went to Surabaya yesterday". Most of students have the same problem about it. Another example "When I'm be young" although in this sentence no information about past (like yesterday) this sentence indicates something happened in the past, so the correct sentence "When I was young". The most important is the

teacher asking the students about their problems and give the solution. In this case the teacher should choose an appropriate the method in teaching grammar as a problem solving.

In teaching grammar, preparing the materials (tasks) or ways of teaching method in the classroom should be consider because it would have an impact on the teaching and learning process of grammar in the classroom. Dudley-Evans et al (1998) states that the materials/ tasks should stimulate and motivate, the materials/tasks need to be challenging, achievable, encourage, fun and should enhance creativity. It means that the materials/tasks in grammar classroom should be interactive and a trigger for students to elaborate their idea or creativity. In case of teaching, since the teacher will apply different methods when they teach the students, the method is one of the indicators that is very important to be considered. We can say that every teacher has his own unique way to teach students. The successful and unsuccessful in transferring the linguistic knowledge depends on the way the teacher acts in the classroom. In selection of the teaching method, a teacher needs to consider students' background knowledge (level) and learning goals because each student has different strategies to comprehend the knowledge of a new language. They have different ways to absorb the information and to demonstrate their knowledge. As Harris (2003) states that "a variety of teaching strategies, the knowledge of student levels and the implementation of which strategy is the best for particular students can help the teacher to know which teaching methods will be the effective for students". That is why students' success in the classroom is largely based on the effective teaching methods and knowledge of the language itself.

There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Therefore, in this research the researcher applied the inductive method to teaching grammar for the eighth grade students' at SMPN 2 Sukodono Lumajang to know the effect of the method on the students' tense mastery. Using the Inductive method means the teacher gives the data first (sentences) and rule follows. As Krashen (1987) said that the learner is given a corpus and has to discover the regularities. Through inductive method, the learners will apply their analogical thinking to grasp the idea/clue of the rule itself. It is of course helped by the teacher, so the teacher gives some sentences and helps the students to grasp the clue of the rule. As Krashen (1987) states that the inductive method is chosen because it makes the students more active in learning than using deductive method. It means that the inductive method is more effective than deductive method.

Al-Khaerat (2000) in his research found that the inductive method involves the students more in an analytical study of the language than the deductive method does. Further he found that the deductive method was less open-ended than the inductive method, and consequently, it could decrease the students' motivation in learning or

might lose their interest. Then the research carried out by Marwaha (2009) in his research about inductive and deductive teaching methods found the inductive was suitable to encourage the students to explore new things.

The researcher used Inductive method because the English teacher at SMPN 2 Sukodono Lumajang has never uses it in teaching tenses. Based on the result of interview with the English teacher this school still use the KTSP curriculum, and the teacher uses the deductive method in teaching tenses. It means that, the teacher teach grammar by explained about the pattern first before he give the examples, it is the evidence that this school used deductive method. So the researcher can do the research in this school by using the inductive method in teaching simple past tense.

Based on the rationale and the background of the research above, a research entitled "**The Effect of Using Inductive Method in Teaching Simple Past Tense Through Narrative Stories on the Eighth Grade Students of Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang**" was conducted.

RESEARCH DESIGN

The research design applied in this research was pre-experimental design: statistic-group comparison. Moore (1983: 172) says that statistic-group comparison design is the same as post-test only control-group design. In this case, the nature of the treatment is controlled by the researcher (McMillan, 1992:143). The respondents of this research were the eighth grade students of SMPN 2 Sukodono Lumajang in the 2014/2015 academic year. There were seven classes of the eighth grade. There are 36 students in each class of 8A-8G. The member of the population of the eighth grade students was 252 students.

Referring to the research design, two classes were taken as the samples; one class as the experimental group and another one as the control group. Cluster random sampling was used to determine the respondents. According to Lodico *et al.* (2006:145), cluster random sampling selection is a procedure where entire groups, not individuals, are randomly selected.

There are two ways in collecting the data, namely test and non-test (Arikunto, 2010:193). Test is a set of questions, exercises or instruments which are used to measure the skills, knowledge and intelligence, capability or aptitude. Non-test is an instrument used to collect the information orally or in the written form, such as interview, observation, documentation.

There were two kinds of which obtained in this research, namely primary data and supporting data. The primary data were obtained from the students' simple past tense achievement of the experimental group (the post test scores). Then interview and documentation were used to out the supporting data. The interview was conducted with the English teacher of the eighth grade in SMPN 2 Sukodono

Lumajang, to get the information above and the documentation was got from the English teacher.

In this research, the t-test used was independent sample t-test which was used to analyze the data obtained to find out the mean difference of the experimental and control groups. Then, they were compared to know whether or not there is an effect of using Inductive Method on the students' simple past tense mastery. The result was consulted to the t-table of 5% significant level to know whether the result is significant or not.

RESEARCH RESULT AND DISCUSSION

To define the experimental group and the control group, the researcher collected the data about the students' English test in the previous semester examination in the 2013/2014 academic years. The researcher analyzed the scores from the English teacher to know whether the classes were homogeneous or heterogeneous. The researcher analyzed those scores statistically by using ANOVA formula in SPSS. ANOVA was used since there were more than two classes within the population.

Homogeneity Analysis Using ANOVA

Source of Variation	Sum of Square	df	Mean Score	Fo	F-table
Between Group	424.29	7	40.38	0.72	73.5
Within Groups	38449.86	245	155.21		

Based on the calculation, the result of statistical computation was 0.27, while the value of F-table in 5% significance level was 73.5. From the calculation above, it was known that F-computation was lower than that of F-table (0.27 < 73.5). It means that the population was homogeneous. Therefore, the two classes as the samples could be taken randomly from any classes of the population.

To determine the experimental group and the control group, the researcher used lottery. Based on the lottery, two classes were chosen as the respondents of the research. It was found that grade VIII F as the experimental group and VIII G as the control group. The mean score of VIII F was 79.83 and the mean VIII B was 79.89. Class VIII F had 36 students and class VIII G also had 36 students.

The post test was conducted for both the experimental and the control groups. The scores of the post-test were used to analyze the significant difference between the experimental and the control group. The result of post-test was then analyzed statistically by using independent sample t-test to know whether or not the mean deviation difference between the experimental and control groups was significant. Then, it was consulted to the t-table significant level of 5%.

The Summary of the Results of Post-test Analysis

	Experimental Group	Control Group
M (mean score)	83.2	76.94

N (number of students)	36	36
Σxx,y2 (standard deviation)	8.58	8.86
Df (degree of freedom)	70	
t-value	4.74	
t-table	1.99	

Based on the computation of t-test formula of the scores of the post-test, it showed that the statistical value of t-test was 4.736. Then, t-table at significant level of 5% with Df (70) was 1.994. From the analysis by using t-test formula, it was found out that the result 4.736. Then, the result of data analysis was consulted to the value of t-table of 5% significant level (confidence interval 95% and Df 70) to know whether or not the result was significant. The value of t-table for Df 70 is 1.994 and the result of t-test is 4.736. Thus, the result of t-test was greater than the value of t-table (tvalue > ttable) was (4.736 > 1.994). Based on the output of independent sample t-test, it could be concluded that there was a significant difference between the control group and the experimental group.

CONCLUSION AND SUGESTIONS

Regarding the result of hypothesis verification and the discussion in the previous chapter, it could be concluded that there was a significant effect of using the Inductive Method in Teaching Simple Past Tense through Narrative Stories on the Eight Grade Students' Simple Past Tense Mastery at SMPN 2 Sukodono Lumajang. The students who were taught simple past tense through narrative stories by using the inductive method for the experimental group had better tense achievement than the students of the control group who were taught simple past tense through narrative stories by using the deductive method. In other words, inductive method gave a significant effect on the students' simple past tense mastery through narrative stories. Those suggestions are; (1) the result of this research can be used as a consideration to develop the way of teaching simple past tense through narrative stories by using the Inductive Method to improve the students' simple past tense mastery; (2) the result of the research using Inductive Method in teaching learning, especially in teaching simple past tense it is proven that Inductive Method gives a significant effect on the students' simple past tense mastery. Thus, it is suggested to continue increasing their tense mastery by studying the use of simple past tense from the examples of the sentences giving by the teacher; (3) the future researchers who are interested in using the inductive Method as a teaching technique are suggested to conduct further research about the use of the Inductive Method. With different research design and different skills such as a classroom action research to improve the students' other tenses mastery at different schools.

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