

**THE EFFECT OF INDUCTIVE LEARNING STRATEGY TO
IMPROVE STUDENTS' GRAMMATICAL ACHIEVEMENT
(A Quasi Experiment Research in The Third Grade Students of MTsS 01
Darussalam Kepahiang)**

THESIS

**This thesis is submitted to fulfil the requirement for “Sarjana” degree in English
Language Education**



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(IAIN) CURUP
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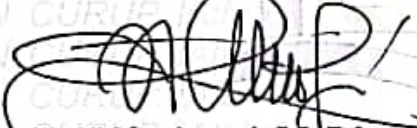
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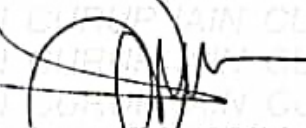
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PREFACE

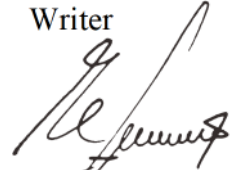
All praises to Allah that the writer had finally finished writing this thesis entitled “**The Effect of Inductive Learning Strategy to Improve Students’ Grammatical Achievement**”.

This thesis is submitted as a part of the completion for under graduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study

Curup, July 29th 2021

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ACKNOWLEDGEMENT



Assalamu'alaikum Wr. Wb.

Alhamdulillah robbil 'alamin all praises to Allah SWT the all mighty and merciful God who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely.

Peach and salutation always be given to Prophet Muhammad SAW (Peach be Upon Him), and all of this family and followers who have been a good example for every Muslim in this world and brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

This researcher finished this research entitled **“The Effect of Inductive Learning Strategy to Improve Students’ Grammatical Achievement”**. This thesis is presented in order to fulfil of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those, the writer would like to presents his depest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Ag, M.Pd as the head of IAIN Curup.
2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup.

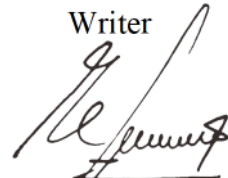
3. Mrs. Leffi Noviyenty, M.Pd as my advisor who always give the time for guidance, supports motivation and suggestion along the process of this thesis.
4. Mr. Hadi Suhermanto, M.Pd as my Co-advisor who always give support, advices, guidance and suggestion in whole process of this thesis.
5. Big thanks for my beloved family. For my father Mr. Rasidin (Alm) and my mother Mrs. Nengsih Amini, my husband Muhamad Sidik, my sisters Sri Rahayu Rasidin, Sri Suharti Rasidin, Jeni Tri Hardianti Rasidin and my little brother Ilham Ramdani Rasidin. Thanks a lot for your support for me.
6. Mr. Rully Morgana, M.Pd as instrument's validator and as the lecturer who always helps and supports my thesis.

Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in letter, grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

Wassalamu'alaikum Wr. Wb

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MOTTO

*“HOW MUCH EFFORT YOU PUT IN,
THAT’S HOW MUCH YOU GET”*

DEDICATION

This thesis would never have been complete without the help of many people. Big thanks for my advisor Mrs. Leffi Noviyenty, M.Pd and my co-advisor Mr. Hadi Suhermanto, M.Pd who has guides and support mt thesis to completion.

This thesis dedicates to:

- *IAIN Curup*
- *My wonderful and beloved family, the greatest man ever my father **Mr. Rasidin (Alm)** and the most beautiful woman ever my mother **Mrs. Nengsih Amini.***
- *My beloved husband Muhamad Sidik*
- *My sisters (Sri Rahayu Rasidin, Sri Suharti Rasidin, Jeni Tri Hardianti Rasidin) and my little brother Ilham Ramdani Rasidin*
- *My great lectures of English Tadris Study Program in IAIN Curup*
- *For all my best friend in PBI A class 2017 academic year*
- *My Almamater IAIN Curup*

ABSTACK

RETNO YULIARTI RASIDIN (17551050), 2021 :

“THE EFFECT OF INDUCTIVE LEARNING STRATEGY TO IMPROVE STUDENTS’ GRAMMATICAL ACHIEVEMENT (A Quasi Experiment Research in The Third Grade Students of MTsS 01 Darussalam Kepahiang).”

Advisor : Leffi Noviyenty, M.Pd

Co-advisor : Hadi Suhermanto, M.Pd

This research investigated the effect of using INDUCTIVE LEARNING STRATEGY to improve students’ grammatical achievement at MTsS 01 Darussalam Kepahiang. This research employed as a quasi experiment research that involved two groups, they were experimental and control group. The researcher takes the subject of this research by using homogeneous sampling technique that took the sample based on the last pre-test. Based on the result of the homogeneous sampling, the subject were IX A as a control group consists of 25 students and IX D as experimental group consists 25 students. In analyzing the data, the researcher used formula t -test to know the result and the significant different between two variables. This research reveals the following findings. There is significant different between the students who are taught by INDUCTIVE LEARNING STRATEGY and those who are taught by deductive learning strategy. It can be seen from the post-test result. The mean score in experimental group was 71,2 and the mean score in control group was 65,4. From the result of test is obtained 2,44 while t -table was 2,04. It was provided that t obtained was bigger than t -table ($2,44 > 2,04$). Finally, it can be concluded that INDUCTIVE LEARNING STRATEGY is effective in improving students grammatical achievement.

Key words : Inductive Learning Strategy, Grammatical Achievement

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CHAPTER I

INTRODUCTION

A. Background

Strategy is an effort to achieve a goal, such as a plan, a method, and a trick.¹ The strategy aims to make it easier to execute and solve a problem.² The learning strategy is a way for teachers to develop and use a set of learning skills to convey scientific information more effectively and efficiently in schools and non-academic environments to increasing students' motivation, ability and achievement in learning process.

Language competence requires grammatical competence as well. As a result, learners must pay careful attention to grammar to develop good communication skills. It is extremely important in the field of linguistics. It is the glue that holds the pieces of language together. If the language is unclear and the message meaningless, it can be attributed to incorrect grammar. When students read an article or book, the script must use good and correct grammatical. When students do not understand the grammar rules, it makes it difficult for them to understand the content of the reading and the message the writer wants to convey is not optimal.

¹ M. Sabana and Sunarti, *Strategy Belajar Mengajar Bahasa Indonesia*, (Bandung: Pustaka Setia) 2005, P.10

² Djuwarsih, *Learning and Teaching Strategy*, (Yogyakarta: Voice of English Publisher Bina Dogget) 1989, P.1

For English learners in English learning, the use of correct and appropriate grammar with the context of writing or reading, misunderstanding between the writer-reader can be minimized. In teaching grammar, the teachers need a strategy to easily transfer knowledge. Based on the observation at MTsS 01 Darussalam the reality found at school does not match what is expected, the learning process still has many problems. The learning model that is often applied is the conventional model (deductive learning). Deductive learning works from the more general to the more specific (General rule – Specific example - Practice) where the students are asked to make examples of sentences based on the grammatical rules previously explained by the teacher. It makes students not interested in learning, so students are passive in accepting lessons and get a low grade in English Grammar.

Inductive Learning Technique (Basic examples – Practice – General Rules) is a strategy for teaching grammar that operates from specific examples to general theories (Specific examples – Practice – General Rules). Student observation is used in its instruction. Instead of describing a concept and only providing examples, the teacher provides students with several examples of how the concept is applied. The aim is for students to see how the principle works by using examples. This approach encourages students to participate more actively in the learning process.

Based on the result of educational research of Galuh Kirana Dwi Areni, she is an English department student at the Faculty of Language and Art at

Semarang State University stated that the application of inductive learning methods in the Advanced English Grammar class in addition to being able to improve students' grammatical competence and achievements, was also able to increase student motivation and activeness in attending class. There were positive behavioral changes from students as long as the inductive learning method was applied in the grammar learning process. Students looked more active and enthusiastic in doing structured tasks given by researchers, both in groups, in pairs, and when working on tests individually. Most students stated that this learning method was fun and not monotonous, making it easier for them to understand the learning material provided. With collaborative learning methods, students also become accustomed to working in groups or pairs.³

Madrasah Tsanawiyah Swasta (MTsS) 01 Darussalam is a private school in Kepahiang regency. The curriculum used in teaching and learning activities is a curriculum that is guided by “*Kulliyatul Mu'allimin Al-Islamiyah Darussalam Modern Islamic Boarding School Ponorogo-Indonesia*” which is slightly different from general schools. In boarding environment, using a language is highly respected, especially the use of Arabic and English. They are called “Language is the Crown of the Boarding School”.

³ Galuh Kirana Dwi Areni, *Strategi Inductive Learning Pada Pembelajaran English Grammar Untuk Meningkatkan Kompetensi Gramatikal Mahasiswa* (2013), h. 41-42

Table 1.1
Observation of some schools

No	Aspek Observasi	PP Tahfidz Ar-Rahman Pematang Donok	PP Al-Munawaroh Tebat Monok	PP Modern Darussalam Kepahiang	PP As-Sunniah Curup	PP Miftahul Jannah Curup
1	Curriculum	<ul style="list-style-type: none"> • K13 (Kemenag) 	<ul style="list-style-type: none"> • K13 (Kemenag) 	<ul style="list-style-type: none"> • K13 (Kemenag) dan Kurikulum Ponorogo (Pondok) 	<ul style="list-style-type: none"> • K13 (Kemenag) 	<ul style="list-style-type: none"> • K13 (Kemenag)
2	English's teacher education	<ul style="list-style-type: none"> • There is 1 teacher, Graduated from FKIP Bahasa Inggris 	<ul style="list-style-type: none"> • There are 2 teachers, graduated from FKIP Bahasa Inggris 	<ul style="list-style-type: none"> • There are 7 teachers, 5 graduated from FKIP Bahasa Inggris, 2 graduated from MA Darussalam 	<ul style="list-style-type: none"> • There is 1 teacher, Graduated from FKIP Bahasa Inggris 	<ul style="list-style-type: none"> • There is 2 teacher, Graduated from FKIP Bahasa Inggris
3	English subjects in regular class	<ul style="list-style-type: none"> • Bahasa Inggris 	<ul style="list-style-type: none"> • Bahasa Inggris 	<ul style="list-style-type: none"> • Bahasa Inggris • English Lesson • English Grammar 	<ul style="list-style-type: none"> • Bahasa Inggris 	<ul style="list-style-type: none"> • Bahasa Inggris
4	Duration of studying English of regular class in a week	<ul style="list-style-type: none"> • 4 jpl 	<ul style="list-style-type: none"> • 4 jpl 	<ul style="list-style-type: none"> • Bahasa Inggris (4 jpl) • English Lesson (2 jpl) • English Grammar (2jpl) 	<ul style="list-style-type: none"> • 4 jpl 	<ul style="list-style-type: none"> • 4 jpl
5	Extra English activities	<ul style="list-style-type: none"> • Mufrodat (Vocabularies in the morning after dhuha prayer) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Mufrodat (Vocabularies in the morning after subuh prayer) • Muhadatsah (Conversation in the morning after subuh prayer) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Mufrodat (Vocabularies in the morning after subuh prayer)

				<ul style="list-style-type: none"> • Muhadharah (Speech after asar and isya prayer every Monday) • English community (Once a week) 		
6	Duration of studying extra English of in a week	<ul style="list-style-type: none"> • Mufrodat (1 hour 45 minutes) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Mufrodat (3 hours 45 minutes) • Muhadatsah (1 hour 30 minutes) • Muhadharah (2 hours) • English community (1 hour 30 minutes) 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Mufrodat (3 hours 45 minutes)
7	Supporting facilities for English language activities	<ul style="list-style-type: none"> • Class 	<ul style="list-style-type: none"> • Class 	<ul style="list-style-type: none"> • Class • Language laboratory • Language stage 	<ul style="list-style-type: none"> • Class 	<ul style="list-style-type: none"> • Class
8	Daily conversation at school	<ul style="list-style-type: none"> • English and Arabic language 	<ul style="list-style-type: none"> • Indonesian language 	<ul style="list-style-type: none"> • English and Arabic Language 	<ul style="list-style-type: none"> • Indonesian language 	<ul style="list-style-type: none"> • English and Arabic Language
9	Language evaluation	<ul style="list-style-type: none"> • Final examination based on paper 	<ul style="list-style-type: none"> • Final examination based on paper 	<ul style="list-style-type: none"> • Language examamination • Oral examination • Final examination based on paper 	<ul style="list-style-type: none"> • Final examination based on paper 	<ul style="list-style-type: none"> • Final examination based on paper
10	Learning activities during the Covid-19 pandemic	<ul style="list-style-type: none"> • Face to face as usual 	<ul style="list-style-type: none"> • Daring and face to face 	<ul style="list-style-type: none"> • Face to face as usual 	<ul style="list-style-type: none"> • Face to face as usual 	<ul style="list-style-type: none"> • Face to face as usual

Based on the table above, it can be concluded that grammatical learning in MTs Darussalam must be improved and must be better than other schools because in MTs 01 Darussalam students are required to take part in various English activities and final examinations in accordance with the rules of grammar.

The results of preliminary observations were made on MTsS 01 Darussalam Kepahiang in the class in the third grades. In the last two years, the students' grammar grades in their final examination were low. It showed the data from the grammar's teacher in there visible 60% of students had low achievement. In general, the presentation of the material made by teachers was more dominated by learning which emphasized the process of delivering material verbally to students with little questions and answers, so that the potential of students had not been used optimally. When learning activities took place, students were not comfortable and lacked enthusiasm for learning. The class atmosphere seemed boring, less organized, not conducive, and also the students had a less satisfactory value even though they had low grammar grades. So the researcher conducted experiments at MTsS 01 Darussalam using learning strategies that had never been applied to improve students' grammatical achievement.

B. Research Question

Based on the scope above, the research questions are as follow :

1. How is the result before treatment deductive learning strategy in the control group dan inductive learning strategy in the experimental group?
2. How is the result after treatment deductive learning strategy in the control group dan inductive learning strategy in the experimental group?
3. Is an inductive learning strategy effective in improving students' grammatical achievement?

C. Objectives of the Research

In this research, the writer wants to investigate :

1. How is students' grammatical achievement under the usage of deductive learning strategy.
2. How is students' grammatical achievement under the usage of inductive learning strategy.
3. How is the effect of inductive learning strategy in improving students' grammatical achievement.

D. Significant of the Research

The result of this study are expected to provide useful information and suggestion for three people, they are :

- a. For the teachers, the result of this study is expected to be useful input for English grammar teachers to get the alternative way of teaching grammar.
- b. For the students the result of the study are :
 1. Make students easy to learn grammar, so that they be motivated to learn, receive material about grammar well.
 2. Expected the students use correct grammar in writing or speaking in order to whatever they want to say is no misunderstanding.
 3. The students get a good achievement in Grammar class.
- c. For the reader, this finding can be used by other researchers who are interested in searching about strategy in grammar learning. It can be useful information.

E. Operational Definition

1. Learning Strategy

Learning strategies according to Oxford, refers to steps take by students to enhance their learning. In a more specific sense, learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement

to tackle a difficult language task used by students to enhance their learning”.⁴

2. Inductive Learning Strategy

Parel stated that in inductive technique, the teacher firstly presents or takes the example from students then comes on theory or concept.⁵ The inductive teaching technique means a technique that is used to teach grammar where the steps of the teaching process involve a presentation of examples and illustration, analysis of examples, generalization, the rules, and exercise. Paradowski stated that by inductive learning strategy, students can improve their grammatical competence and achievement.⁶

3. Grammatical Achievement

Grammatical achievement derives from the words grammatical and achievement where “grammatical is adjective or correct according to the rules of grammar”⁷. In addition, Ur mentions that grammatical is a derivative form of Grammar where Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.⁸ Achievement is an individual's or a group's result in a school subject or operation. In this study, grammatical achievement

⁴ Oxford, R.L Op. Cit, P. 6

⁵ M. F. Parel, English Language Teaching (Methods, Tools & techniques), (Jaipur: Sunrise, 2008), P. 141

⁶Paradowski, Michał B, 2007. *Deductive vs. Inductive Teaching*. <http://knol.google.com/k/deductive-vs-inductiveteach>.

⁷ Martin H Manser. OP. Cit., P. 187

⁸ Penny Ur, *Grammar practice Activities A Practical Guide For Teachers*, (Cambridge University Press, 1998), P. 4

means the students' result in learning grammatical lessons after they have been taught by applying inductive teaching technique.

F. Hypothesis

According to Gulo, a hypothesis is speculation concerning either observer or expected relationship phenomena.⁹ In addition, Arikunto states that a hypothesis is a temporary answer for the research problem until it can be proved by the collected data.¹⁰

This research is to answer the question about whether or not the use of inductive learning strategy is effective to improve students' grammatical achievement. To get the answer to a question, the researcher proposed alternative hypothesis (H_a) and the null hypothesis (H_0) as follows:

H_a : "There is a significant effect of inductive learning strategy to improve students' grammatical achievement in learning English."

H_0 : "There is no significant effect of inductive learning strategy to improve students' grammatical achievement in learning English."

⁹ Gulo, W, *Metodologi Penelitian*, (Jakarta : Gramedia, 2007)

¹⁰ Arikunto, S. *Prosedur Penelitian suatu pendekatan Praktek*, (Jakarta : Rineka Cipta, 2010)

G. Organization of the Thesis

The explanation of this research is organized into :

Chapter I : It is introduction, that consists of background of the research, research questions, objectives of the research, significant of the research, operational definition, hypothesis and organization of the research.

Chapter II : Representation of review of related theories, consists of the learning strategy, learning technique, definition of grammar, inductive learning strategy and achievement.

Chapter III : Methodology of the research that consists of kind of the research, population and sample, validity, reliability, technique of collecting data, treatments, and technique data analysis

Chapter IV : Finding and discussion of the result of pre test in experiment and control group, the result of post test in experiment and control group, the effect of inductive learning strategy based on the statistical analysis and non statistical analysis.

Chapter V : Conclusion and suggestion, it consists about conclusion of the research and some suggestion for teacher, students, and the researcher.

CHAPTER II

LITERATURE OF REVIEW

A. Learning Strategy

The word "strategos" comes from Greece and means "all effort," including "plan, route, and trick".¹¹ Strategies are employed to make the problem easier to understand and solve.¹² Students need strategy not only to master their skills in learning but also for the teacher to be easy in transferring information on the teaching-learning process using simple teaching strategies. As English teachers, we can come up with simple techniques to help students learn the material.

Murcia stated that Learning strategy refers to particular activities, habits, steps, or strategies used by students to improve their learning, such as searching out communication patterns or encouraging themselves to tackle a challenging language challenge.¹³

B. Learning Technique

To implement the learning strategy, methods and techniques are needed for the delivery of the material. Learning methods can be interpreted as a way used to implement strategies in the form of real and practical activities to achieve learning objectives. The relationship between both of them is strategy is "a plan of

¹¹ M. Sabana and Sunarti, *Strategy Belajar Mengajar Bahasa Indonesia*, (Bandung: Pustaka Setia) 2005, P.10

¹² Djuwarsih, *Learning and Teaching Strategy*, (Yogyakarta: Voice of English Publisher Bina Dogget) 1989, P.1

¹³ Murcia, Marriane Celce, *Teaching English as A Second or Foreign Language*, (United States: Heinle and Heinle Thomson) 2001, P. 90

operation achieving something” while a method is “a way in achieving something”.¹⁴

Furthermore, the learning method displays the techniques and learning styles. Thus, learning techniques can be considered as the way a person implements a method specifically. For example, the use of the lecture method in a class with a relatively large number of students requires a separate technique, which of course technically be different from using the lecture method in a class with a limited number of students. In this case, the teacher can switch techniques even though they are within the corridor of the same method.

There are some methods in teaching grammar that can be used to implement inductive learning strategies, including:

1. *Total Physical Response*, in which the teacher showing some works, for example running, writing, reading, jumping, or sleeping. But before the teacher does it, he orders himself first with instructions in a foreign language. Learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action.¹⁵ It is suitable with an inductive learning strategy that began the learning by using the response from the student and it began from the example.

¹⁴ Wina Senjaya. 2008. *Strategi Pembelajaran; Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana Prenada Media Group.

¹⁵ Handoyo Puji Widodo, “*Teaching Children Using a Total Physical Response (TPR) Method: Rethinking*”. Tahun 33, Nomor 2, Agustus 2005, P. 3

2. *Discussion*, a class discussion is one activity could be useful for any class in width, even though class discussion more effectively for a small group. Students and learners were encouraged to think critically about their work during debates. Given that the unit has been completed, the debate is an excellent classroom activity already properly covered.¹⁶
3. *Games*, when students learn about the games, they are ecstatic because they are not only be able to review the course material before a major exam, but they are also be able to enjoy the learning process.
4. *Learner-centered Methods*, Student-Centered Teaching Techniques are techniques where students are more active in class. Student learning is an active search for meaning by students and is built to be accepted passively.
5. *Collaborative Learning Group*, this method is useful for learning various materials and classes. This is a technique in which the teacher divides students into groups of three to six people and gives them an assignment or task to complete together. This is an excellent example of active learning because it requires students to review work that was due earlier in order to participate.¹⁷

According to Anthony, stated that technique is the level at which classroom procedures are described. It is an implementation that actually takes place in a classroom. It is the particular trick, stratagem, or contrivance used to

¹⁶ Ibid

¹⁷ Ibid, 154

accomplish an immediate objective. The technique must be consistent with a method, and therefore in harmony with an approach as well. Technique teaching is a step or activity that the teachers used in teaching English. Another definition, the technique is a way of achieving one purpose skillfully a knack.

C. Grammar

According to Ediger, Grammar is the concept of language and the study of how words are arranged into sentences.¹⁸ Coghill adds, “A language's grammar is the collection of rules that regulate the structure of the language. The arrangement of words to form meaningful units is determined by grammar.”¹⁹ In accordance with both theories above, it can be concluded that Grammar is a set of characteristics of a language that refers to the correct weaving of words, phrases, and sentences based on the rules of that language.

The Importance of Grammar in learning English :

Grammar takes first place in English language learning because the goal of this process is to teach students how to recognize the rule, function, and usage of words and sentences before they process those elements during communication. The importance of grammar is clearly seen based on what is mentioned by Hakim that there would be described simply about the major principles of conversation that can be made as a consideration to assess the importance of understanding grammar in learning English:

¹⁸ M. Ediger. *Teaching English Successfully*, (Discovery publishing house, 2003), P. 34

¹⁹ Jeffrey Coghill and Stacy Magedanz, *English Grammar*, (New York: Wiley Publishing, 2003), P. 16

1. To be able to construct a valid and understandable sentence, learners must be familiar with a variety of sentence structures used in text or conversation.
2. Understanding 16 English tenses in verbal or nonverbal sentences are one of the ways to comprehend various types of sentences used in conversation.

The previous explanation reveals the importance of grammar, which typically influences the quality of someone's spoken utterances. Grammar is also the starting point for developing listening, speaking, reading, and writing skills in English.

In the application of grammar teaching at school, it is done with the implementation of a technique for a teaching method being practiced based on the materials. For instance, it is such as several techniques including structural technique, incidental technique, deductive technique, inductive technique and etc. On the learning concerning listening and speaking skills, the English teacher usually uses an inductive technique to teach grammar inserted in the method such as audio-lingual method and direct method. In the teaching about reading and writing skills, the teacher frequently applies grammatical teaching techniques like deductive, incidental, and structural techniques undertaken in the methods like grammar-translation method and other habitually used methods.

Actually, there are many techniques habitually used by the teacher to teach grammar yet processed with the same procedure as what has been

elaborated above. In which, the method always be the independent element of teaching.

Teaching grammar is really needed causing that it possesses specific objectives functioned to assist students to easily apply English. Those objectives involve the elaboration uttered by Ediger that teaching grammar is to develop students' insight into the structure of English language, to enable the students to assimilate the correct patterns of the language without rote memorization, to teach grammar as a rule-governed behavior, to develop their mental abilities of reasoning and correct observation and to develop a scientific attitude in pupils about the language.²⁰

There are some evaluation tools in English Grammar²¹:

1. Simple completion questions

By removing linguistic elements from sentences, simple completion questions are used to evaluate grammar (grammar). The basic completion test can be prepared in three steps:

- (1) Choosing the grammar content to be checked
- (2) creating a suitable context
- (3) Make a list of positive commandments.

The type of questions to use must be determined by the instructor. If the teacher wants to test sentence composition mastery, multiple-choice

²⁰ M. Ediger, Op Cit., P. 35

²¹Leck Murman, "Penilaian Grammar" (diakses pada 30 Oktober 2020, pukul 13.20 wib), <http://penilaiangrammar.blogspot.com/2009/07/multiple-choice-completion.html>

completion might be the best alternative. The directed writing technique can be used by the instructor to evaluate the combination of sentences, word order, or sentence changes.

2. Multiple-choice

Multiple-choice completion is thought to be a good way to check grammar. The process of creating multiple-choice test questions to assess grammar is similar to that of creating a vocabulary test. The steps are as follows:

- (1) Pick the grammar to be tested;
- (2) Prepare the relevant meaning in the sentence
- (3) Prepare directions that are succinct and easy to understand. The test allows you to complete incomplete sentences using one of the four options given.

Example:

Shinta is _____ her lunch.

A. Standing B. Running C. Eating D. Selling

3. Limited Response

From inflections (bottles) to syntax, the grammar test is structured to assess students' skills. The relationships between words in sentences, such as word order, negative use, question forms, and connectives, are all covered by syntax.

D. Inductive Learning Strategy

The inductive learning of teaching grammar is innovative as well. It is also called implicit instruction. The main aim of teaching grammar, according to this method is to develop students' linguistic competence which refers to construct and compared grammatically correct and acceptable sentences of the language being learnt. The method follows the principle of particular to the general.

1. Definition of Inductive Learning Strategy

Widodo suggested that in inductive learning a teacher teaches grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written.²² Besides that Ernest said that inductive teaching, it is to illustrate student-centered teaching. The teaching-learning process starts with what the student knows, his/her interests, observation, and opinions. Here the teacher is a source of information but not the sole source, anyone in the group may contribute.²³

Inductive learning the teachers can start the material with examples of sentences and the teacher must make the students are interested in the first of teaching-learning process. Besides that the teachers can use the real object to

²² Handoyo Puj Widodo, "Approaches and Procedures for Teaching Grammar", (May 2006, Volume 5, Number 1), P.127

²³ Ernest W. Anderson, *An Approach to Effective Teaching*, (Journal of Cooperative Extension) 1956, P.12

introduce something into the classroom for the teaching process. The teacher can give an opportunity to students to respond about the content of the object which the teacher gave, such as ask their vocabulary.

According to Felder & Henriques an inductive approach comes from inductive reasoning stating that a reasoning progression process from particulars (that is, observations, measurements, or data) to generalities (for example, rules laws, concepts nor theories).²⁴ In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning.

Eisenstein maintains that the inductive approach involves learners' participating actively in their instruction. In addition, the approach encourages a learner to develop her/his own mind set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.²⁵

This is in accordance with the definition of inductive learning by Brown, he said that in the case of inductive learning, someone pays attention to a few examples of sentences and thinks of laws or rules or conclusions in the example sentences used.²⁶ The definition above corresponds to the definition in the Longman Dictionary of Language Teaching & Applied Linguistics which

²⁴ R. Felder & E. Henriques, *Learning and Teaching Styles in Foreign and Second Language Education*, (Foreign Language Annals 28, vol 1)1995, P. 21-31

²⁵ Ibid.

²⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, 1987 New Jersey: Prentice-Hall, Inc

states that "Inductive learning as a learning situation where learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language." The quote explained that the teacher does not provide grammar rules directly to students, but students are encouraged to be able to find or formulate rules of language rules based on their experience in using the related language.

In addition, Taba in *Ilmu dan Aplikasi Pendidikan* also adds the basic concept of inductive teaching technique as the following below:

“In the case to develop inductive teaching technique were based on this teaching theory, it defines that teaching is the effort to assist students to be able to learn by using logically analytical ability based on the support of physical condition.”²⁷

In other words, this inductive teaching technique possesses the main function of focusing on developing students' ability depending on the learning field.

2. The Procedures of Inductive Learning Strategy

This learning strategy requires drawing conclusions based on as many concrete facts as possible. The more facts support the conclusions. The procedures that must be taken in a learning strategy with an inductive approach are:

- a) The teacher chooses the concepts, principles, rules that would be presented with an inductive strategy.

²⁷ Tim Pengembang Ilmu Pendidikan FIP-UPI, *Ilmu dan Aplikasi Pendidikan Bagian 1 Ilmu Pendidikan Teoritis*, (PT Imperial Bhakti Utama: 2007), P. 65

- b) The teacher presents specific examples, principles, or rules that allow students to estimate the general disposition contained in the example.
- c) The teacher presents additional examples to support or raise estimates.
- d) The teacher concludes, gives confirmation of some examples, and then concludes from these examples and follow-up.

This method views language to be generalization through observation and experience. It is based on the belief that language learning is an innovative task of discovering new patterns and structures. This method focuses on the samples from the real and actual use of language as far as possible, “an inductive approach starts with some example from which a rule is inferred.”²⁸ Then Thornbury stated some procedures in inductive learning as following²⁹:

- a) The teacher shows the class a collection of objects which she says she found in a bag left in the teacher’s room. They include such things as a bus pass; a program for the current jazz festival; an empty glasses case; the guarantee for a well-known brand of watches; a novel in French; a swimming cap; a guitar pick; etc. She divides the class into pairs and hands each pair an object, telling them they should try to work out some characteristics of the owner of that object so that the teacher can work out who the bag belongs to and return it. The learners study their object and then pass it on to the pair

²⁸ M. Eisenstein, *Grammatical Explanation In ESL: Teach The Student, Not The Method*, In M. Long & J. Ricards (Eds), *Methodology in TESOL* (pp. 282-292), (New Jersey: Heinle & Heinle Publisher) 1987

²⁹ Scott Thornbury, *How to Teach Grammar*, 1999, England :Pearson educational Limited,

- on their left until they have had a chance to look at them all. In this step the teacher using the real object in teaching-learning process.³⁰
- b) The teacher asks the class; what they think about the object/pictures. Depending on their response the owner is thereafter referred to as *he* or *she*. She then elicits sentences from the learners based on their deductions. Vocabulary is provided as necessary and the sentences are “shaped” by the teacher and written on the board so as to display the target clearly, which is the present simple form of the relevant verbs.³¹
- c) The teacher directs attention to the form of verbs, highlighting the final. She also checks that students are clear as to the time reference implied by this use of the present simple, by asking: *what kind of the object*. She then rubs out of verbs and asks learners to complete the list from memory, working in pairs. This task is then checked.³²
- d) The teacher then asks the students individually to write a similar list of sentences about a person in the class. The teacher monitors the sentence-writing stage, providing vocabulary where needed, and suggesting improvements. Individual students then read out their sentences, while the other students guess who is being described.³³

³⁰ S. Thornbury, Op.Cit., P. 57

³¹ S. Thornbury, Op.Cit., P. 58

³² S. Thornbury, Op.Cit

³³ S. Thornbury, Op.Cit

3. The Process of Inductive Learning Strategy in Learning Grammar

The ways of teaching in this technique are sequenced into five steps which belong to the presentation of examples and illustrations, analysis of examples, generalization, the rules, and exercise. They are explained such as the following below:

a. Presentation of Examples and illustration:

For instance, it is learning about verbs (example). Here, the teacher firstly presents examples of a verb (the teacher demonstrate a verb by using an action in front of the class and asks the pupils to guess it. In otherwise, the teacher can give an example of verb in some sentences.

Example :

- I *go* to the market every Sunday
- I *went* to the market yesterday
- I *have gone* to market since seven years old

b. Analysis of Examples

In this step, the teacher asks the pupils to point out the verb in three types of sentences, where the position of the verb in the sentence is, what is the meaning and what is the function of the verb. The teacher also tells that three verbs have the same meaning, but why are their letter is different?

c. Generalization

When the pupils understand what is mentioned above, they themselves come to conclusions as:

- 1) The verb in the sentence is after the subject
- 2) A verb is a word that expresses an action or state of being
- 3) There are present participle and past participle verbs

d. The rules

After the pupils have pointed out where and what is the verb, the teacher tells them that the material is about verb and explain about verb more.

e. Exercise

The last step which is committed after the four steps above, it is the teacher gives students exercises in which they have the function to assure whether students have really understood the material or no. Basically, those steps above would be applied in every English grammatical material when the inductive teaching technique has begun to implement.

4. The Use of Inductive Learning

According to Brown, inductive learning is an appropriate learning method to be applied in grammar classes for the following reasons³⁴:

³⁴ H. Douglas, Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Addison Wesley Logman, Inc.

- a. Inductive learning encourages students to acquire natural language knowledge (natural language acquisition) because students are not aware of it to obtain the rules of language desired.
- b. Inductive learning approaches the concept of interlanguage development where students get to progress through the stages of acquiring language rules.
- c. Inductive learning allows students to get a 'feeling' communicative before getting an explanation from the teacher.
- d. Inductive learning builds students' intrinsic motivation because they are allowed to find the rules of the language rules themselves compared to if the rules of the language rules are explained or given by the teacher first.

According to Scott Thornbury, he said that there are the advantages of an inductive learning approach³⁵ :

- a) The rules that learners find for themselves are more likely to fit the structures that they analyze and understand. It can make the rules further and easier to remember and useful to them.
- b) The students are more active, more attentive, and more motivated in the learning process.

³⁵ Scott Thornbury, *How to Teach Grammar*, 1999, England :Pearson educational Limited, P.

c) Inductive learning instills a pattern of problem-solving carried out by students, thus creating interest for students who like learning that has challenges. It makes students think critically and express their own opinion.

Using the inductive learning strategy could improve student achievement because with this strategy students are required to think actively and cooperate with other students.

E. The Understanding of Achievement

Achievement is the success of a business achieved by someone after gaining learning experience or learning something. The Big Indonesian Dictionary is mastery of knowledge or skills developed by subjects, usually indicated by test scores or grades given by the teacher.

Attitudes that support a person in achievement include:

1. Future-oriented and ideals
2. Dare to take or risk
3. A great sense of responsibility
4. Accept and use criticism as feedback
5. Having a creative and innovative attitude, and able to manage time well.

Statement number five is very relevant to the strategy that would be used in this research which by using inductive learning students would have more creative and innovative.

At this time we would discuss the external factors or those originating from outside the individual, one of which is the teaching method used by the

teacher greatly influencing student learning success. To increase student achievement for learning, teachers must be able to work on appropriate, effective, and efficient learning methods. In addition, teacher relations with students and student relations with students greatly affect learning achievement. The teacher must be able to create intimacy with students so that in giving lessons easily accepted by students and the teacher must be able to make students with other students close relationships. Because familiarity can affect student motivation.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research.

This research is quasi-experimental research that is designed in a non-equivalent control group design. In this research, there are available two groups which involve the experimental and control groups. The experimental group indicates the class given the treatment in the form of teaching grammar by using an inductive learning strategy. Whereas, the control group is used as the comparative group including the class that is not taught by inductive learning strategy but it is taught by the conventional teaching method that usually applied by the English Grammar teacher previously called deductive learning. Both experimental and control group, they would be given the pre-test before the treatment and also post-test after the treatment process on the experimental group has been done. Then, the scores of post-test would be contrasted with the scores of pre-test on the data analysis step to acquire the real result of the study.

B. Design of Quasi-experiment Research

The design that used in this research is *Nonequivalent Control Group Design*. According to Sugiyono³⁶, this design can be seen as follows.

Figure 3.1.

Research Design *Nonequivalent Control Group Design*

Experiment class \longrightarrow R O₁ x O₂

³⁶ Sugiyono, *Metode Penelitian Kuantitatif* (Bandung : Alfabeta, 2017), P.122

Control class \longrightarrow R $O_3 \times O_4$

Note :

R : Randomination

X : Treatment that given

O_1 : Pre-test Class Experiment

O_2 : Post-test Class Experiment

O_3 : Pre-test Class Control

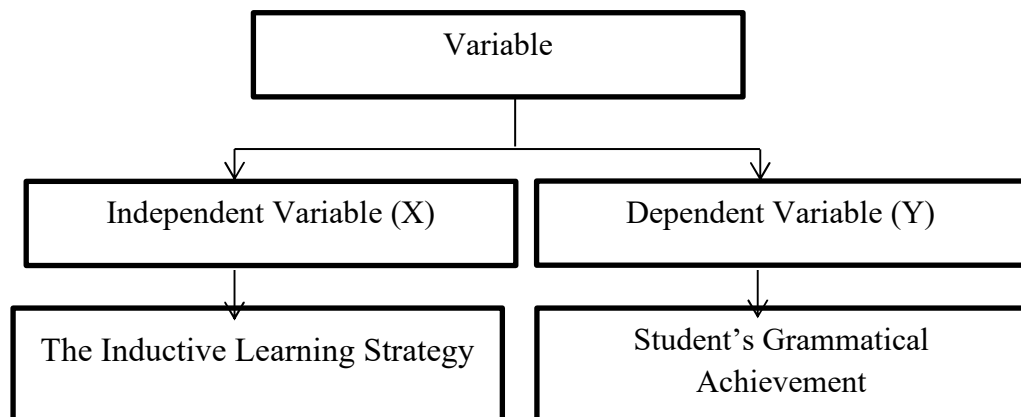
O_4 : Post-test Class Control

C. Variable of the Research

Based on the explanation in the design of the study above, this study processes two variables, there are independent variables and dependent variables. The independent variable is the variable that influences the dependent variable. In this research, the independent variable was the inductive learning strategy(X) and the dependent variable was students' grammatical achievement(Y).

This figure below shows the variable of this research.

Figure 3.2.
Independent Variable & Dependent Variable



D. Population and Sample

1. Population

According to Sugiyono, the population is generalization district that contains objects and subjects which have quality and characteristic, appointed by the researcher to be learned and then taken that conclusion.³⁷ The population is not only the human, but all of the things and other objects are also populations. The target population in this research is the third grades students of MTsS 01 Darussalam Islamic Boarding School. There are six classes of the third-grade students amount 151 students.

The population in this research can be seen in the table below.

Table 3.1

The Number of Population

No	Class	Total
1	IX A	25
2	IX B	25
3	IX C	25
4	IX D	25
5	IX E	25
6	IX F	26
	Total Population	151

(Source: Documentation of MTsS 01 Darussalam Kepahiang)

³⁷ Ibid. P 80

The researcher chose those classes as the population based on the characteristic of population referring to the condition that they were in the same age, level, and ability. Moreover, based on the material of the syllabus in third grade, almost all of the materials are about parts of speech which is the use of inductive learning strategy considered suitable to convey the material. Therefore, based on that reason, the researcher chose the third-grade students of MTsS 01 Darussalam Kepahiang as the population of this research. The researcher's reason to chose them because they are more precisely to be investigated as long as they have many materials about parts of speech, and they have to learn English Grammar intensively.

2. Sample

Sample is a little part of the amount and characteristic of a population. We use a sample to draw about the entire population.³⁸ As a part of the population, the sample gives a correct representation regarding the population. Taking a sample from a population is frequently called in the technical term as "sampling".

The researcher earned the sample of the research based on the result of the homogeneity test. Homogeneity test is used to know whether the sample is the same variant or not. The researcher gave all of the population a test grammar which consisted 20 questions in multiple choice based on the grammar material. Those mean scores can be seen on the table below:

³⁸ David S. Moree. *The Basic Practice of Statistics*. (New York: Purdue University. 1996) P.22

Table 3.2
The Result of Homogeneity Test

NO	Class	Mean Score
1	IX A	58,00
2	IX B	57,60
3	IX C	57,20
4	IX D	58,20
5	IX E	56,60
6	IX F	58,46

Based on those mean score of six classes above in the homogeneity test the researcher took two mean scores which were in the nearest number in which, based on the table above, they were the mean scores possessed by IX A and IX D. The table indicated that IX A and IX D were most appropriate classes which could be classified into the level of homogenous ability. IX A had acquired 58,00 and IX D obtained 58,20. The interval on these both classes' mean scores were the smallest. So, it could be concluded that IX A and IX D had a competence that was homogenous characteristics involving the age, level, burden of learning, and ability. (See APPENDIX I)

Then, both classes were classified into a experimental and control class. The experimental class was given a treatment that indicates the teaching by giving inductive learning strategy to students. Whereas control class was not be taught by giving inductive learning strategy, but the technique referred to conventional

teaching technique done by English teacher called deductive learning. The researcher selected IX A as the experimental class and IX D as the control class randomly.

In this research, the researcher used SPSS 25 on Analyze-Compare Means-One Way ANOVA. In this test, if the significance value (*Asym Sig 2 Tailed*) is more than 0,05, the data distribution is normal, but if the significance value (*Asym Sig 2 Tailed*) is lower than 0,05 the data distribution is abnormal.

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Grammar	Based on Mean	1,638	5	145	,154
Achievement	Based on Median	1,453	5	145	,209
	Based on Median and with adjusted df	1,453	5	83,538	,214
	Based on trimmed mean	1,565	5	145	,174

ANOVA

Grammar Achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	607,372	5	121,474	1,683	,142
Within Groups	10466,800	145	72,185		
Total	11074,172	150			

The requirement is if the significance value (*Asymp Sig 2 Tailed*) > 0.05, the data is homogeneous. The homogeneity test in this research has been gotten based on students' score in Grammar Achievement in material about Parts of Speech that the teacher taught in one meeting to all of the students in the third-grade students of MTsS 01 Darussalam by doing the test on August 8th, 2020. This

homogeneity test resulted from *Asymp Sig 2 Tailed* $0,142 > 0,05$, so it can be told that the data is homogeneous.

3. Normality

A normality test is a statistical process used to determine whether a sample was drawn from a normal population or not.

The hypothesis used are:

H_a : The sample data are significant

H_0 : The sample data are not significant

The researcher analyzed by using software SPSS 25, with the criteria as the following :

- a) If normality test table result is $\text{Sig } \alpha > 0,05$, it means that the data are normal.
- b) If normality test table result is $\text{Sig } \alpha < 0,05$, it means that the data are not normal.

Table 3.3
Uji Normalitas

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.60537030
Most Extreme Differences	Absolute	.144
	Positive	.144
	Negative	-.136
Test Statistic		.144
Asymp. Sig. (2-tailed)		.196 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

In the SPSS output above, in One-Sample Kolmogorov-Smirnov Test column significant result is $0,196 > 0,05$. The significant result of it is greater than 0,05. It means that all the test have distribution data normal. The data taked from First Try Out Scores.

E. Procedures of the Research

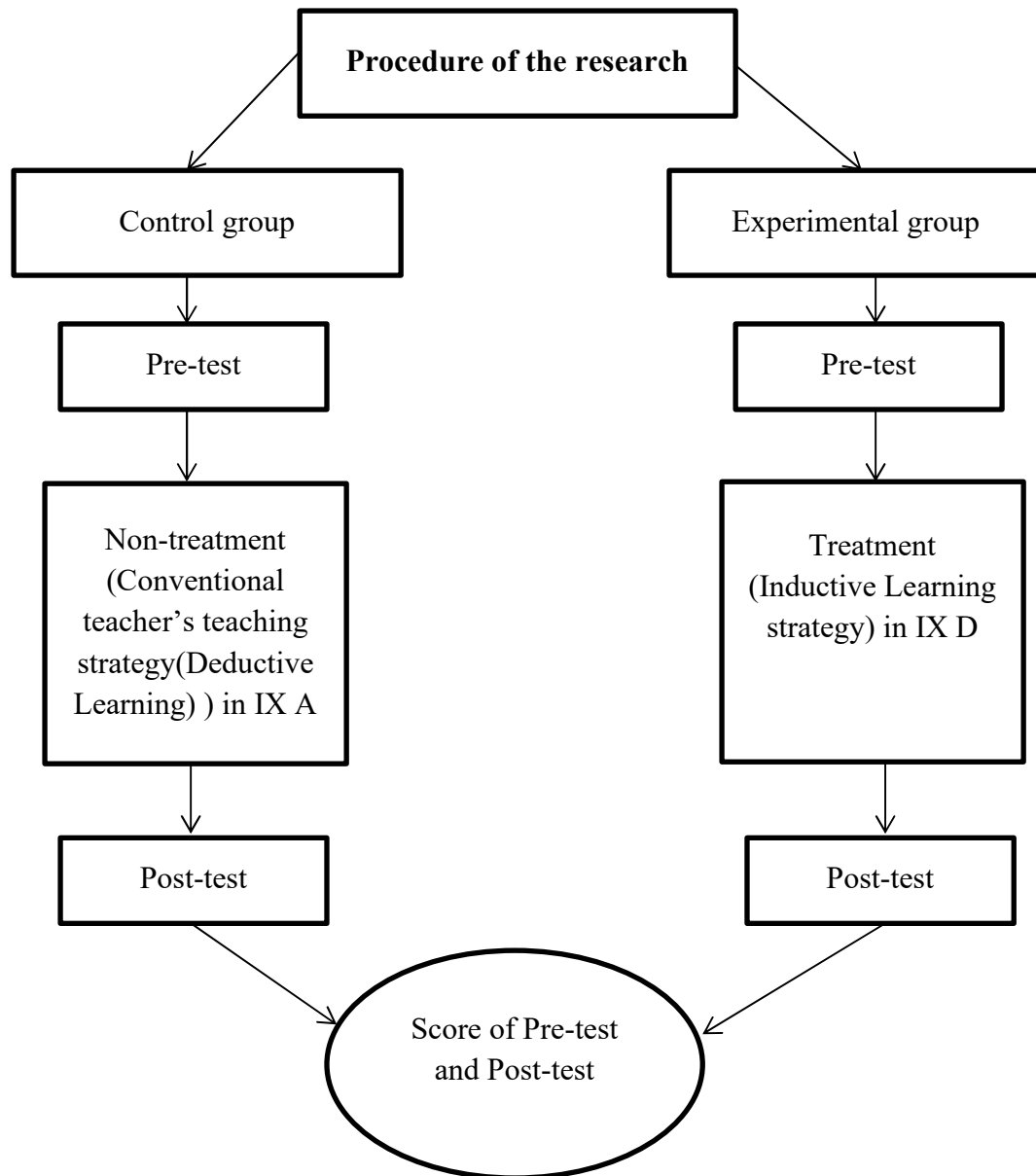
The procedures that would be held in this research are as follows:

- a. Conduct homogeneous tests to all of classes on populations.
- b. Randomly between experimental class and control class
- c. Doing the pretest toward experimental and control class.

This activity is executed before giving treatment. Both of the classes are requested to fullfill the test about English Grammar “Parts of Speech(verbs and adjectives)”. The result of the test is used to know the beginning achievement before the students are given the treatment.

- d. Treatment
- e. Analysis Data

In this study, the procedure of the study in both experimental and control group can be viewed such as on the framework below:



The framework of study procedure

F. Technique of Data Collecting

For collecting the data, an instrument is needed to help the researcher. The most important thing in this research is collecting data that can determine the result of the research. In doing this research, the researcher uses the test. “Test is

formulating of item examined to the sample of research where the characteristics of the sample are based on the need of research".³⁹ In this research, there are two kinds of tests. They are pre-test and post-test. The pre-test is needed to know all students' achievements before the experiment is running away. The usage of post-test is to know all students' achievement after the experiment.

1. Pre-test

The researcher gave pre-test to the students in the control class and also in the experimental class at the-third grade students of MTsS 01 Darussalam Kepahiang. This pre-test was given to the sample members before the treatment inductive learning strategy was implemented in experimental class, and before deductive learning strategy was implemented in the control class. The form of pre-test was arranged into the multiple-choice, there were 20 questions which included in two material as verbs and adjectives.

For the criteria of scoring in this research, the researcher relied on the score 0 for incorrect answer and 1 for correct answer. To find out the description of students' grammatical achievement. The scores of the test were analyzed by using the following formula :

$$\text{Level of mastery} = \frac{\text{The number of correct answer}}{5} \times 100$$

³⁹ M. Toha Anggoro, dkk, Metode Penelitian, Universitas Terbuka, (Jakarta : 2003) P. 23

2. Treatment

Treatment is different condition under which experimental and control class are put usually.⁴⁰ That is the reason why the researcher conducted the treatment in experimental class. Every meeting, the researcher did treatment to students in the experimental class by using inductive learning strategy and using deductive learning strategy in the control class.

a) Experimental Class

The method in this treatment was inductive learning strategy. The learning material was about Verb and Adjective. The teacher used inductive learning strategy to deliver the material, the teacher gave some examples and commanded the students to analyze it.

Table 3.4
The Implementation of Inductive Learning Strategy through the
Technique Learning

Meeting	Theme	Techniques	Inductive Learning Strategy (Experiment Class)
1st	Verbs	Total Physical Response	1.Presentation of Examples and illustration <ul style="list-style-type: none"> •The teacher demonstrates the verb (jumping, writing, falling) in front of the class and ask the students to guess it. •The teacher asks one of the students to demonstrate a verb (dancing, singing, walking)) in front of the class and asks the other students to guess it. •The teacher give some example of word from “Verb” For the examples are: Eating, running,

⁴⁰ C.R.Khtari, Research Methodology Method and Technique. (New Age International Publisher, India, 2004) p.35

			<p>sing, buy etc.</p> <p>2. Analysis of examples</p> <ul style="list-style-type: none"> • The teacher give some example of sentence there is included verb. For the example is : “Aisyah eats rice.” and then the teacher ask to the student to analyze the sentence where is the verb. <p>3. Generalization</p> <ul style="list-style-type: none"> • The teacher asks to some students what does they know about verb and they take conclusion based on their observation. <p>4. The rules</p> <ul style="list-style-type: none"> • The teacher explain the material of verbs in its entirety to all of students such as definition, the kinds, and fuction of verbs in a sentence. <p>5. Exercise</p> <ul style="list-style-type: none"> • The teacher gives an assignment in form of 10 questions about verbs.
2nd	Transitive and Intransitive Verbs	Discussion	<p>1. Presentation of examples and illustration</p> <ul style="list-style-type: none"> • The teacher makes a group of discussion for all students based on their seats in small group. The group divided into 5 groups, there are 5 people in each group. • The teacher give some example of sentences there are transitive and intransitive verb. For the example is : “Aisyah <i>makes</i> a cup of coffe.”-“I <i>sleep</i> in the dorm” and then the teacher ask to the student to analyze the difference of the sentence. <p>2. Analysis of examples</p> <ul style="list-style-type: none"> • The teacher give the work sheet for each group. • The students discuss about the question on the work sheet with their group of discussion. <p>3. Generalization</p> <ul style="list-style-type: none"> • After finishing their discussion, the teacher ask each of the group to explain their finding.

			<p>4.The rules</p> <ul style="list-style-type: none"> •The teacher explain transitive and intransitive verbs in its entirety to all of students such as definition, the kinds, and fuction of transitive and intransitive verbs in a sentence. <p>5.Exercise</p> <ul style="list-style-type: none"> •The teacher gives an assignment in the form of a quiz orally. The students who can answer may go home.
3rd	Proper Adjectives	Games(Scramble)	<p>1.Presentation of examples and illustration</p> <ul style="list-style-type: none"> •The teacher prepare the Scramble. (The question in the cartoon and some example of proper adjective into the envelope. •The teacher makes a group for all students based on their seats in small group. The group divided into 5 groups, there are 5 people in each group. •The teacher gives out the question in the cartoon and some examples of words into the envelope to the students. <p>2.Analysis of examples</p> <ul style="list-style-type: none"> •The students do the scramble with their group and analyze it. <p>3.Generalization</p> <ul style="list-style-type: none"> •After finishing their scramble, the teacher ask each of the group to explain their finding. <p>4.The rules</p> <ul style="list-style-type: none"> •The teacher explain proper adjective in its entirety to all of students such as definition, the kinds, and fuction of proper adjective. <p>5.Exercise</p> <ul style="list-style-type: none"> •The teacher gives an assignment in form of 10 questions.

4th	Adjective of Quality	Games(What is it?)	<p>1.Presentation of examples and illustration</p> <ul style="list-style-type: none"> •The teacher prepares pieces of paper that are folded and contain the names of objects. •The teacher makes a group of discussion for all students based on their seats in small group. The group divided into 5 groups, there are 5 people in each group. <p>2.Analysis of examples</p> <ul style="list-style-type: none"> •The first group came to the front of the class, lined up neatly to wait for the queue. •The first student takes the piece of paper that is in the teacher's hand. Open it, and try to describe it using one sentence. Suppose he is caught taking a piece of paper whose contents are books. So he just said “It is wide.” •When what the first student describes is correct, he gets two points. Give 5 seconds for students who will answer the description of the object. So, when he or she is unable to answer after 5 seconds, the student fails. <p>3.Generalization</p> <ul style="list-style-type: none"> •After finishing their game, the teacher ask each of the group to explain their finding and make a conclusion about adjective of quality. <p>4.The rules</p> <ul style="list-style-type: none"> •The teacher explain the material in its entirety to all of students such as definition, the kinds, and fuction of adjective of quality in a sentence. <p>5.Exercise</p> <ul style="list-style-type: none"> •The teacher gives an assignment in form of 10 questions.
5th	Adjective of	Discussion	1.Presentation of examples and illustration

	Quantity		<ul style="list-style-type: none"> • The teacher makes a group of discussion for all students based on their seats in small group. The group divided into 5 groups, there are 5 people in each group. • The teacher gives some example of sentences there are adjective of quantity. For the example is : “Aisyah buy <u>three</u> pens.”-“Reni have <u>enough</u> money” <p>2. Analysis of examples</p> <ul style="list-style-type: none"> • The teacher ask to the student to analyze where is the word in the sentence which show quantity? <p>3. Generalization</p> <ul style="list-style-type: none"> • The teacher give the work sheet for each group of discussion. In the work sheet, there are some adjective of quantity in the sentence. • The students discuss about the question on the work sheet with their group of discussion. • After finishing their discussion, the teacher ask each of the group to explain their finding. <p>4. Rules</p> <ul style="list-style-type: none"> • The teacher explain the material in its entirety to all of students such as definition, the kinds, and fuction of verbs in a sentence. <p>5. Exercise</p> <ul style="list-style-type: none"> • The teacher gives an assignment in form of 10 questions.
6th	Distributive Adjective	Learner-centered Method	<p>1. Presentation of examples and illustration</p> <ul style="list-style-type: none"> • The teacher provides a picture of distributive adjective of 2 or 3 objects. <p>2. Analysis of examples</p> <ul style="list-style-type: none"> • Students are given the opportunity to submit opinions about the images that have been provided. • Students analyze the keywords in the distributive

			<p>adjective sentence based on the example.</p> <p>3.Generalization</p> <ul style="list-style-type: none"> • Students make sentences that express the distributive adjective in groups and read them in front of the class and make a conclusion. <p>4.Rules</p> <ul style="list-style-type: none"> • The teacher explain the material in its entirety to all of students. <p>5.Exercise</p> <ul style="list-style-type: none"> • The teacher gives an assignment in form of 10 questions.
7th	Demonstrative adjective	Total Physical Response	<p>1.Presentation of examples and illustration</p> <ul style="list-style-type: none"> • The teacher make the example of demonstrative adjective while pointing to the lamp and saying "That is a lamp" and pointing a pen that teacher hold on "This is a pen". <p>2.Analysis of examples</p> <ul style="list-style-type: none"> • The teacher asks students to analyze the examples and imitate the example of sentence by pointing at the object mentioned earlier. • The teacher asks students to make their own sentence by using demonstrative adjective. <p>3.Generalization</p> <ul style="list-style-type: none"> • The teacher asks to some students what does they know about demonstrative adjective. <p>4.The rules</p> <ul style="list-style-type: none"> • The teacher explain demonstrative adjective in its entirety to all of students. <p>5.Exercise</p> <ul style="list-style-type: none"> • The teacher gives an assignment in form of 10 questions.
8th	Adjective in	Learner-	1.Presentation of examples and illustration

	Comparison	centered Method	<ul style="list-style-type: none"> • The teacher provides a picture of an adjective in comparison of 2 or 3 objects. <p>2. Analysis of examples</p> <ul style="list-style-type: none"> • Students are given the opportunity to submit opinions about the images that have been provided. • Students analyze the keywords in the comparison degree sentence based on the example. <p>3. Generalization</p> <ul style="list-style-type: none"> • Students make sentences that express the comparison degree in groups and read them in front of the class. • Students make a conclusion based on their own. <p>4. The rules</p> <ul style="list-style-type: none"> • The teacher explain adjective of comparison in its entirety to all of students. <p>5. Exercise</p> <ul style="list-style-type: none"> • The teacher gives an assignment in form of 10 questions.
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Table 3.5
The Schedule of the Treatment for Each Meeting at Experiment Class

No	Day/Date	Sequence of Treatment	Theme of Material
1	Friday, 30 October 2020	Pre-Test	Pre-Test
2	Saturday, 31 October 2020	First treatment	Verbs
3	Friday, 06 November 2020	Second treatment	Transitive and Intransitive Verbs

4	Saturday, 07 November 2020	Third treatment	Proper Adjectives
5	Friday, 13 November 2020	Fourth treatment	Adjective of Quality
6	Saturday, 14 November 2020	Fifth treatment	Adjective of Quantity
7	Friday, 20 November 2020	Sixth treatment	Distributive Adjective
8	Saturday, 21 November 2020	Seventh treatment	Demonstrative adjective
9	Friday, 27 November 2020	Eighth treatment	Adjective in Comparison
10	Saturday, 28 November 2020	Post-Test	Post-Test

a. Control Class

In this treatment, the learning activity is like usual class condition, the teacher does not use inductive learning strategy. The teacher uses deductive learning strategy to deliver the material. The deductive approach may begin with the arrangement of the rules or the structures and then followed by examples in which rules are implemented. It is merely focused on the teacher – teacher-centered.

3. Post-test

Post-test was given to students after the implementation of inductive learning strategy has been ended or after treatment has really been finished to be given in the experimental group and also if the deductive learning has been ended to do in the control group. After doing the treatment, the researcher gave the post-test to students in order to know the students in both groups, experimental and control group. The Post-test has the same level as the pre-test but in a different presentation.

2. Instrument of the Research

“Instrument is a tool used to collect the data or the needed information”.⁴¹ Instrument in this research involved test regularize in pre and post-test. The test was made by the researcher. The test was made based on the materials in the syllabus on Curriculum of Yayasan Al-Akhsyar Pondok Pesantren Modern Darussalam Kepahiang. The reason for using multiple choices format was because multiple choices format made students produce accurate answers for both correct and incorrect ones. Multiple-choice format even facilitated the researcher in correcting the result of students’ work. Besides, the researcher decided to take the test multiple-choice based on practical considerations.

There were several procedures that the researcher did in developing and constructing the test.

⁴¹ Ibid. p.52

1. Writing Blue Print based on Syllabus

The blueprint or test content specification consisted of some points: identifying syllabus, determining the objective of the test, kind of the test, and a number of items. In developing and constructing the test the researcher prepared the blueprint of the test. The test-blue print described planning a test before constructing items. It was a guideline in writing a test. Generally, it consisted of what skills of an language being tested, the level of the students, the basic competence to be reached, and the item indicator based on the basic competence, the material of the test, cognitive domains for each item, and a number of items based on the indicators.

Identifying syllabus is important because it is related to ensure content validity. The test must be measured what have to be measure based on the syllabus. The basic competence of grammatical for third-grade students of MTsS 01 Darusslam Kepahiang is that the students are able to respond the material of verbs and adjectives. (See APPENDIX II)

2. Writing the Lesson Plan

The lesson plan is a teacher's guide in teaching in the classroom. The lesson plan is made by the teacher to assist him in teaching so that it is in accordance with the Competency Standards and Basic Competencies on that day.

It contains arrangements with regard to estimates or projections about what will be done when teaching and learning activities take place, the

possibility of implementing learning in accordance with the planned learning implementation plan or not because of the situational learning process, well arranged so the process and results learning will not be far from being predicted. (See APPENDIX III)

3. Writing the Test

After writing the blueprint, then the researcher wrote the test items. The grammatical test consisted of 20 items in multiple-choice formats to make the students give their accurate answers between correct and incorrect ones. (See APPENDIX IV)

4. Experts Validation

After constructing the blueprint and writing the grammatical test, the test was validated by expert validation. The expert validation is an expert in the grammatical score about parts of speech material. In this research, the expert validation is the professional validator in IAIN Curup who is an expert in English Grammar. The validator was Mr. Rully Morgana, M.Pd. (See APPENDIX V)

5. Trying Out the Test

Validity and reliability are very important in writing a test. In measuring the skill or knowledge, the test must measure appropriately the skill or knowledge. There are some basic requirements of validity of a test that should be attached, construct validity and content validity. To know whether

the score obtained from the test is valid and reliable or not, validity evidence could be obtained from the test used.

The try-out test had the purpose to produce the required data with a reasonably valid instrument. The try-out was held prior to the real test to being tested. This test was given for students except control and experimental group in the same population with the same characteristics as the subject of this research.

6. Analyzing the Result of the Try Out

The result of try out was analyzed to estimate the validity and reliability of the test

a. Validity

According to Ngalim Purwanto, “validity is the quality that shows a correlation between certain measurements with the meaning of the purpose studying criteria or behavior.⁴² Before the instrument will be used, the validity of the instrument needs to be checked. To determine whether the instrument are given is valid or not, so the researcher uses the validity of the instrument. Sugiono said, “Validity is the occasion when there is found similarity between the data collected and actual data on the object of study”⁴³. Based on Sugiyono’s statement, he recommended that the instrument used in the test had to be correlated with the materials in

⁴² Ngalim Purwanto. Prinsip-prinsip dan Teknik Evaluasi Pengajaran. (Bandung : Remaja Roasdakarya. 1994) p. 137

⁴³ Sugiyono. Statistika untuk Penelitian. (Jakarta: Rineka Cipta. 1998). P. 172

the syllabus. The validity test was to assure that is study instrument could be proper to become pre and post-test. To know the test validity, the researcher used the Pearson formula as the following below :

$$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2}(\Sigma y^2)}$$

Where:

r = Instrument validity

x = Score in first testing

y = Score in second testing

1. Validity of pre-test try out

$$r = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

$$r = \frac{51.075}{\sqrt{(47.675)(55.300)}}$$

$$r = \frac{51.075}{\sqrt{2.636.427.500}}$$

$$r = \frac{51.075}{51.346}$$

$$r = 0.99$$

2. Validity of post-test

$$r = \frac{\Sigma\chi\gamma}{\sqrt{(\Sigma\chi^2)(\Sigma\gamma^2)}}$$

$$r = \frac{52.050}{\sqrt{(48.400)(57.000)}}$$

$$r = \frac{52.050}{\sqrt{2.758.800.000}}$$

$$r = \frac{52.050}{52.524}$$

$$r = 0.99$$

In additional, to assure whether the calculation of validity and reliability was valid and reliable or no, the researcher was led by the guide as on the table below:

Table 3.7
The Validity Criteria

Correlation Mark	Meaning
0,800 – 1.000	Highest
0,600 – 0,800	High
0,400 – 0,600	Enough
0,200 – 0,400	Low
0,000 – 0,200	Lowest

Based on the criteria of validity so the item on pre-test and post-test were valid on very high category in which the score of validity on pre-test dan post-test were 0,99 and 0,99. So the test can be used and given to control and experimental group.

b. Reliability

To know the reliability the researcher used the following formula as Spearman Brown as follow:

$$r_{xy} = \frac{N \cdot \Sigma \chi \gamma - (\Sigma \chi)(\Sigma \gamma)}{\sqrt{\{N \Sigma \chi^2 - (\Sigma \chi)^2\} \{N \Sigma \gamma^2 - (\Sigma \gamma)^2\}}}$$

Where:

r_{xy} = Instrument validity

x = Score in first testing

y = Score in second testing

N = Number of Students in a group

1. Reliability of pre-test try out

$$r_{xy} = \frac{N \cdot \Sigma \chi \gamma - (\Sigma \chi)(\Sigma \gamma)}{\sqrt{\{N \Sigma \chi^2 - (\Sigma \chi)^2\} \{N \Sigma \gamma^2 - (\Sigma \gamma)^2\}}}$$

$$r_{xy} = \frac{(25)51.075 - (1.085)(1.170)}{\sqrt{\{(25)47.675 - (1.085^2)\} \{(25)55.300 - (1.170^2)\}}}$$

$$r_{xy} = \frac{7.425}{\sqrt{\{14.650\} \{13.600\}}}$$

$$r_{xy} = \frac{7.425}{\sqrt{199.240.000}}$$

$$r_{xy} = \frac{7.425}{14.115}$$

$$r_{xy} = 0,53$$

2. Reliability of post-test try out

$$r_{xy} = \frac{N \cdot \Sigma \chi \gamma - (\Sigma \chi)(\Sigma \gamma)}{\sqrt{\{N \Sigma \chi^2 - (\Sigma \chi)^2\} \{N \Sigma \gamma^2 - (\Sigma \gamma)^2\}}}$$

$$r_{xy} = \frac{(25)52.050 - (1.090)(1.180)}{\sqrt{\{(25)48.400 - (1.090^2)\} \{(25)57.000 - (1.180^2)\}}}$$

$$r_{xy} = \frac{15.050}{\sqrt{\{21.900\} \{32.600\}}}$$

$$r_{xy} = \frac{15.050}{\sqrt{713.940.000}}$$

$$r_{xy} = \frac{15.050}{26.720}$$

$$r_{xy} = 0,56$$

In addition, the reliability of the pre-test can be known by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based on Suharto. The value of reliability coefficient the suggests is presented in the table below:

Table 3.8

The Range Score and Interpretation of Reliability

Reliability	Index Range	Interpretation
	< 0,40	Low

	0,40 – 0,69	Moderate
	0,70 – 1.00	High

The Result showed that the score of reliability calculation of pre-test and post-test were 0,53 and 0,56 in which, this score was classified into the moderate level. Therefore, they were thoroughly obvious that instrument of this study was reliable. Based on the calculation, it could be concluded that this study instrument had been appropriate to use in giving the pre-test and post-test sections of this study. (See APPENDIX VI)

3. Technique of Data Analysis

The objective of this research is to know the different of learning achievement by giving treatment with the inductive learning strategy. In this research, the researcher used descriptive statistic analysis and inferential statistic analysis.

a. Mean Score

To get mean score of pre and post-test result in the control group, the researcher used the formula such below:

$$M = \frac{\sum Y}{N}$$

Where :

M : Mean score of control class

ΣY : The sum of students score in control class

N : The amount of students at control class

In addition, in order to acquire the mean score of pre and post-test result in the experimental class, the researcher used the formula below:

$$M = \frac{\Sigma X}{N}$$

Where :

M : Mean score of experimental class

ΣX : The sum of students score in experimental class

N : The amount of students at experimental class

b. Standar Deviation

In gaining the standard deviation of scores in conducting the study at the control and experimental class, the researcher applied the formula below:

$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

Where :

SD_y : Standar deviation of control class

Y : The sum students score of control class

N : The amount of students at control class

In addition, to acquire the standard deviation of scores in conducting the research on the experimental class, the researcher used the formula below :

$$SD_x = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

Where :

SD_x : Standar deviation of experimental class

Y : The sum students score of experimental class

N : The amount of students at experimental class

c. Hypothesis Testing (T-test)

Anas Sudijono stated that t “test” is one of the statistical test that used to test the true or false for nihil hypothesis that states two means of sample taken randomly from the same population, there is no significant different.⁴⁴ Therefore, the researcher used T “test” to test hypothesis two samples, to compare the result of the control and experiment class. That is mentioned by Independent T test. Independent T test is used to compare the value between two groups which is not related each other, it means that the researcher used two different subject of sample. The formula that used is:

⁴⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta : Raja Grafindo Persada, 2014) p.278

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Where :

t : t-test

M_1 : Mean score of the post test at experiment class

M_2 : Mean score of the post test at control class

S_1 : Standar deviation of post test result at experimental class

S_2 : Standar deviation of post test result at control class

N_1 : The amount of students at experimental class

N_2 : The amount of students at control class

To know the result whether the result is accepted or not, it can be known as follows.

T value > T table, so H_a is accepted

T value < T Table, so H_a is rejected

or

T value < T table, so H_o is accepted

T value > T Table, so H_o is rejected

CHAPTER IV
FINDING AND DISCUSSION

A. Findings of the Research

1. Students' Grammatical Achievement in Control Group (Using Deductive Learning Strategy)

a. The result of pre-test

In this study, a deductive learning strategy is implemented in the control group (IX A). In getting the first data before the learning process, the researcher gave the students the pre-test. The result of the pre-test which the researcher has gained can be viewed on the table below:

Tabel 4.1
The data score of students' pre-test in control group

NO	NAME	M/F	SCORE (Y)	Y²
1	Student 1	M	50	2.500
2	Student 2	M	50	2.500
3	Student 3	M	45	2.025
4	Student 4	M	60	3.600
5	Student 5	M	55	3.025
6	Student 6	M	40	1.600
7	Student 7	M	70	4.900
8	Student 8	M	55	3.025
9	Student 9	M	65	4.225
10	Student 10	M	40	1.600
11	Student 11	M	50	2.500
12	Student 12	M	70	4.900
13	Student 13	M	50	2.500
14	Student 14	M	60	3.600

15	Student 15	M	45	2.025
16	Student 16	M	55	3.025
17	Student 17	M	55	3.025
18	Student 18	M	55	3.025
19	Student 19	M	65	4.225
20	Student 20	M	60	3.600
21	Student 21	M	55	3.025
22	Student 22	M	60	3.600
23	Student 23	M	60	3.600
24	Student 24	M	40	1.600
25	Student 25	M	35	1.225
SUM			1.345	74.475

1) Mean Score

$$M_2 = \frac{\Sigma Y}{N}$$

$$M_2 = \frac{1.345}{25}$$

$$M_2 = 53,8$$

2) Standar Deviation

$$N^2 = 25$$

$$\Sigma Y = 1.345$$

$$\Sigma Y^2 = 74.475$$

$$M_2 = 53,8$$

$$S_2 = \dots?$$

$$S_2 = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N - 1}}$$

$$S_2 = \sqrt{\frac{74.475 - \frac{(1.345)^2}{25}}{25 - 1}}$$

$$S_2 = \sqrt{\frac{74.475 - \frac{1.809.025}{25}}{24}}$$

$$S_2 = \sqrt{\frac{74.475 - 72.361}{24}}$$

$$S_2 = \sqrt{\frac{2.114}{24}}$$

$$S_2 = \sqrt{88,1}$$

$$S_2 = 9,39$$

The result of the pre-test was used to get the highest score, the lowest score, total score and mean score from the control group.

The researcher presented the calculation in following table :

Table 4.2
Pre-Test result of control group

Group	Higest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	70	35	1.345	53,8	9,39

b. The result of the post-test

In facilitating to understand the condition of students' grammatical achievement after being treated by using the conventional teaching technique, it was measured based on the result of post-test

given 25 students in the control group (IX A). The result of the post-test in the control group can be viewed based on the table below:

Table 4.3
The score of students post-test in the control class

NO	NAME	M/F	SCORE (Y)	Y2
1	Student 1	M	60	3600
2	Student 2	M	65	4225
3	Student 3	M	60	3600
4	Student 4	M	75	5625
5	Student 5	M	70	4900
6	Student 6	M	80	4900
7	Student 7	M	80	5625
8	Student 8	M	70	4900
9	Student 9	M	80	4900
10	Student 10	M	60	4225
11	Student 11	M	70	4900
12	Student 12	M	80	6400
13	Student 13	M	55	4225
14	Student 14	M	75	4225
15	Student 15	M	55	4225
16	Student 16	M	70	4225
17	Student 17	M	60	4225
18	Student 18	M	65	4225
19	Student 19	M	55	4225
20	Student 20	M	75	4900
21	Student 21	M	60	3600
22	Student 22	M	60	4900
23	Student 23	M	60	3600
24	Student 24	M	55	2500
25	Student 25	M	40	1600
SUM			1.635	108.075

1) Mean Score

$$M_2 = \frac{\Sigma Y}{N}$$

$$M_2 = \frac{1.635}{25}$$

$$M_2 = 65,4$$

2) Standard Deviation

$$N^2 = 25$$

$$\Sigma Y = 1.635$$

$$\Sigma Y^2 = 108.075$$

$$M_2 = 65,4$$

$$S_2 = \dots?$$

$$S_2 = \sqrt{\frac{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}}{N - 1}}$$

$$S_2 = \sqrt{\frac{108.075 - \frac{(1.635)^2}{25}}{25 - 1}}$$

$$S_2 = \sqrt{\frac{108.075 - \frac{2.673.225}{25}}{24}}$$

$$S_2 = \sqrt{\frac{108.075 - 106.929}{24}}$$

$$S_2 = \sqrt{\frac{1.146}{24}}$$

$$S_2 = \sqrt{47,75}$$

$$S_2 = 6,9$$

The result of the post-test was used to get the highest score, the lowest score, total score from the control group. The researcher presented the calculation in following table below :

Table 4.4:
Post-test result of control group

Group	Higest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	80	40	1.635	65,4	6,9

c. The Analysis of pre-test and post-test result

In analyzing of the pre and post-test result, the score of control groups were compared to see whether the conventional strategy gave the effect or not. The following table might help clarification and contain of comparative result fom the pre and post-test.

Table 4.5:
The comparative result
between pre-test and post-test in control group

Group	Mean Score		Standard Deviation		Students who gained the score ≥ 65		Students who gained the score < 65	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Control	53,8	65,4	9,39	6,9	4	18	21	7

2. Students' grammatical achievement in experimental group (Using Inductive Learning Strategy)

a. The result of pre-test

The condition of students' grammatical achievement can be viewed based on the result of pre-test to 25 students having seats on the experimental group (IX D). Concerning the result of the post-test in the experimental class, it can be seen on the displayed data as the following table:

Table 4.6
The data score of Students' pre-test in experimental group

NO	NAME	M/F	SCORE (X)	X ²
1	Student 1	F	60	3.600
2	Student 2	F	55	3.025
3	Student 3	F	70	4.900
4	Student 4	F	50	2.500
5	Student 5	F	60	3.600
6	Student 6	F	70	4.900
7	Student 7	F	55	3.025
8	Student 8	F	40	1.600
9	Student 9	F	65	4.225
10	Student 10	F	50	2.500
11	Student 11	F	50	2.500
12	Student 12	F	55	3.025
13	Student 13	F	50	2.500
14	Student 14	F	60	3.600
15	Student 15	F	50	2.500
16	Student 16	F	45	2.025
17	Student 17	F	40	1.600
18	Student 18	F	55	3.025

19	Student 19	F	60	3.600
20	Student 20	F	50	2.500
21	Student 21	F	50	2.500
22	Student 22	F	60	3.600
23	Student 23	F	55	3.025
24	Student 24	F	50	2.500
25	Student 25	F	45	2.025
SUM			1.350	74.400

1) Mean Score

$$M_2 = \frac{\Sigma X}{N}$$

$$M_2 = \frac{1.350}{25}$$

$$M_2 = 54$$

2) Standard Deviation

$$N^2 = 25$$

$$\Sigma X = 1.350$$

$$\Sigma X^2 = 74.400$$

$$M_2 = 54$$

$$S_2 = \dots?$$

$$S_2 = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N - 1}}$$

$$S_2 = \sqrt{\frac{74.400 - \frac{(1.350)^2}{25}}{25 - 1}}$$

$$S_2 = \sqrt{\frac{74.400 - \frac{1.822.500}{25}}{24}}$$

$$S_2 = \sqrt{\frac{74.400 - 72.900}{24}}$$

$$S_2 = \sqrt{\frac{1.500}{24}}$$

$$S_2 = \sqrt{62,5}$$

$$S_2 = 7,9$$

Table 4.7
Pre-test result of experimental group

Group	Higest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	70	40	1.350	54	7,9

d. The result of post-test

The condition of students' grammatical achievement after being treated by using inductive learning strategy can be viewed based on the result of post-test to 25 students having seat on the experimental group (IX D). Concerning the result of the post-test in the experimental group, it can be seen on the displayed data as the following table :

Table 4.8
The score of students post-test in experimental group

NO	NAME	M/F	SCORE (X)	X2
1	Student 1	F	85	7.225
2	Student 2	F	60	3.600
3	Student 3	F	75	5.625
4	Student 4	F	70	4.900
5	Student 5	F	70	4.900
6	Student 6	F	65	4.225
7	Student 7	F	75	5.625
8	Student 8	F	60	3.600
9	Student 9	F	75	5.625
10	Student 10	F	55	3.025
11	Student 11	F	60	3.600
12	Student 12	F	75	5.625
13	Student 13	F	80	6.400
14	Student 14	F	80	6.400
15	Student 15	F	85	7.225
16	Student 16	F	70	4.900
17	Student 17	F	70	4.900
18	Student 18	F	60	3.600
19	Student 19	F	80	6.400
20	Student 20	F	75	5.625
21	Student 21	F	70	4.900
22	Student 22	F	80	6.400
23	Student 23	F	65	4.225
24	Student 24	F	65	4.225
25	Student 25	F	75	5.625
SUM			1.780	128.400

1) Mean Score

$$M_2 = \frac{\sum X}{N}$$

$$M_2 = \frac{1.780}{25}$$

$$M_2 = 71,2$$

2) Standard Deviation

$$N^2 = 25$$

$$\sum X = 1.780$$

$$\sum X^2 = 128.400$$

$$M_2 = 71,2$$

$$S_2 = \dots?$$

$$S_2 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$S_2 = \sqrt{\frac{128.400 - \frac{(1.780)^2}{25}}{25 - 1}}$$

$$S_2 = \sqrt{\frac{128.400 - \frac{3.168.400}{25}}{24}}$$

$$S_2 = \sqrt{\frac{128.400 - 126.736}{24}}$$

$$S_2 = \sqrt{\frac{1.664}{24}}$$

$$S_2 = \sqrt{69,33}$$

$$S_2 = 8,32$$

Table 4.9
Post-test result of experimental group

Group	Higest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	85	55	1.780	71,2	8,32

e. The Analysis of pre test and post test result

In analyzing of the pre-test and post-test result, the score of the experimental groups were compared to see whether the inductive learning strategy gave the effect or not. The following table might help clarification abd contain of comparative result from the pre-test and post-test.

Table 4.10
The comparative result
between pre test and post test in experimental group

Group	Mean Score		Standard Deviation		Students who gained the score ≥ 65		Students who gained the score < 65	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Experimental	54	71,2	7,9	8,32	3	17	22	8

B. The Effect of Inductive Learning to Improve Students' Grammatical Achievement

The effect here knew based on the analysis of grammatical achievement between the data obtained by both control and experimental group. To clarify the grammatical achievement of data possessed by both groups. The four criteria include mean score, standard deviation, and the point of students' standard of score base on the curriculum in MTsS 01 Darussalam Kepahiang. To have a clearer comparison, the researcher presents the table below :

Table 4.11

The comparative result between control and experimental group

Group	Mean score		Standard Deviation		Students who gained the score ≥ 65		Students who gained the score < 65	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	53,8	65,4	9,39	6,9	4	13	21	12
Experimental	54	71,2	7,9	8,32	3	17	22	8

In accordance with the scores shown in the table above, in the control group, the mean score of the pre-test is 53,8. Concerning the calculation of standard deviation, the result of the pre-test has a standard deviation of 9,39 and the mean score of post-test is 65,4 and its standard deviation is 6,9. Overwhelming the number of students connected with students' standard of achievement. In Control group, there are 4 students who have got the score higher than 65 and 21

are lower than 65 in the pre-test. Besides, there are 13 students who have got the score higher than 65, and 12 are lower than 65 in the post-test. The result of the calculation which was elaborated above is a measure based on the quantity of 25 students.

In the experiment group, the mean score of the pre-test is 54. Concerning the calculation of standard deviation, the result of the pre-test has a standard deviation of 9,39 and the mean score of post-test is 65,4 and its standard deviation is 6,9. Overwhelming the number of students connected with students' standard of achievement. In the experimental group, there are 3 students who have got the score higher than 65 and 22 are lower than 65 in the pre-test. Besides, there are 17 students who had obtained the score higher than 65, and 8 were lower than 65 in the post-test. The result of the calculation which is elaborated above is a measure based on the quantity of 25 students.

Table 4.12
The data score of pre-test and post-test in control and experimental class

No	Control Class		Experimental Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1.	50	60	60	85
2.	50	65	55	60
3.	45	60	70	75
4.	60	75	50	70
5.	55	70	60	70
6.	40	80	70	65
7.	70	80	55	75
8.	55	70	40	60
9.	65	80	65	75

10.	40	60	50	55
11.	50	70	50	60
12.	70	80	55	75
13.	50	55	50	80
14.	60	75	60	80
15.	45	55	50	85
16.	55	70	45	70
17.	55	60	40	70
18.	55	65	55	60
19.	65	55	60	80
20.	60	75	50	75
21.	55	60	50	70
22.	60	60	60	80
23.	60	60	55	65
24.	40	55	50	65
25.	35	40	45	75
Total	1.345	1.635	1.350	1.780
Mean Score	53,8	65,4	54	71,2
Standard Deviation	9,39	6,9	7,9	8,32

C. Hypothesis Testing

To examine the hypothesis, the researcher employs the t-test formula. The object of the t-test is to prove whether the “t” which is obtained refers to a significant difference between the mean score of both classes. Actually, based on the analysis of the writer towards the produced by both class, the researcher had dared to certify that scientific approach had an effect toward students’ grammatical achievement. Somehow, the calculation is detail needed because it can more certainly decide whether the hypothesis alternative can be accepted or

no. The data calculation of both classes is done by employing the t-formula which can be seen in the presentation below:

Table 4.13

Data Analysis of Post-Test in Control Class and Experiment Class

No	Control Class		Experiment Class	
	Y	Y ²	X	X ²
1.	60	3.600	85	7.225
2.	65	4.225	60	3.600
3.	60	3.600	75	5.625
4.	75	5.625	70	4.900
5.	70	4.900	70	4.900
6.	80	4.900	65	4.225
7.	80	5.625	75	5.625
8.	70	4.900	60	3.600
9.	80	4.900	75	5.625
10.	60	4.225	55	3.025
11.	70	4.900	60	3.600
12.	80	6.400	75	5.625
13.	55	4.225	80	6.400
14.	75	4.225	80	6.400
15.	55	4.225	85	7.225
16.	70	4.225	70	4.900
17.	60	4.225	70	4.900
18.	65	4.225	60	3.600
19.	55	4.225	80	6.400
20.	75	4.900	75	5.625
21.	60	3.600	70	4.900
22.	60	4.900	80	6.400
23.	60	3.600	65	4.225
24.	55	2.500	65	4.225
25.	40	1.600	75	5.625
Total	1.635	108.075	1.780	128.400

a. The “t” Calculation

$$M_1 = 71,2$$

$$M_2 = 65,4$$

$$S_1 = 8,32$$

$$S_2 = 9,39$$

$$N_1 = 25$$

$$N_2 = 25$$

$$t = \dots\dots\dots?$$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{71,2 - 65,4}{\sqrt{\frac{8,32^2}{25} + \frac{9,39^2}{25}}}$$

$$t = \frac{6,1}{\sqrt{\frac{69,22}{25} + \frac{88,17}{25}}}$$

$$t = \frac{6,1}{\sqrt{2,76 + 3,52}}$$

$$t = \frac{6,1}{\sqrt{6,28}}$$

$$t = \frac{6,1}{2,5}$$

$$t = 2,44$$

$$\begin{aligned} \text{T. table} &= (N_1 + N_2) - 2 \\ &= (25+25)-2 \\ &= 50-2 \\ &= 48 \end{aligned}$$

$$\mathbf{t.test = 2,44}$$

$$\mathbf{t.table = 2,02}$$

$$\mathbf{t.test > t.table}$$

$$\mathbf{2,44 > 2,02}$$

H_a is accepted

H₀ is rejected

From the explanation above, it shows that the test is higher than t-table (2,44 > 2,02). It means the H_a is accepted and H₀ is rejected. However, the researcher concluded that the students' grammatical achievement by inductive learning strategy gives greater effect than though conventional teaching.

D. Discussion

1. Statistical Analysis

a) Students' grammatical achievement before deductive and inductive learning implemented

The state of students' grammatical capacity prior to the implementation of deductive and inductive learning strategy resulted in a situation that was not pleasant. This was shown by the fact that both the experimental and control groups' pre-test scores were uniformly poor. In general, the majority of students' scores in both groups were lower than the normal competence score (6,5). To have a thorough overview of the debate, the perspective should be as follows:

1. Students' grammatical achievement before deductive learning strategy implemented

The data found on the outcome of providing a pre-test to students in the control group proved the state of students' grammatical capacity before deductive learning strategy was introduced. The total number of students who obtained a pretest was 25 students. The aim of implementing a pre-test to students in the control group was to identify the highest, lowest, overall, mean, and standard deviation of the students' score.

According to the findings, the information related to students' highest score in the control group was 70 points, which was gained by two students. The lowest score among the students was 35 possessed by one

student. This condition stated that 22 students received a pre-test result between 35 and 70. The researcher then aimed at the overall score of all students in this group, which amounted to a whopping 1.345 based on a total of 25 students. Based on the total score, the researcher could quantify the mean score by dividing the total score by the number of students in the class, obtaining a result of 53,8. The researcher then measured the standard deviation from the students' scores as the final step in this process. The standard deviation was used to determine how far a variable's value differed from the median. The standard deviation was determined to be 9,39 as a result of the calculation. The results of the study of these five factors would be compared to the results obtained by students in the experimental group.

2. Students' grammatical achievement before inductive learning strategy implemented.

The data obtained from the result of providing a pretest to students in the experimental group showed the effectiveness of involving students' grammatical achievement before implementing the inductive learning strategy. The total number of students who took the pre-test was 25. The aim of implementing a pre-test to the experimental group was the same: to determine the highest, lowest, overall, mean, and standard deviation of the students.

Whereas, students' lowest score was in the amount of 40 possessed by two students. This condition indicated that there were 23 students who gained the pre-test result $> 40,1$ through $< 7,00$. The researcher then viewed the total score of entire students in this group which achieved the number as high as 1.350 from 25 students. Based on the total score, the researcher could take the mean score by dividing the sum of the total score to students' amount in which the calculation achieved the result as high as 54. Overwhelming the analysis of how high variable value shifted from the median, the researcher measured standard deviation from students' scores and the result of calculation attained the score as 7,9. The data obtained from the analysis of these five aspects would be compared with what had been got by students in the control group.

Actually, the analysis of five aspects became the view to describe how students' grammatical achievement before deductive and inductive learning strategy implemented. If it was compared with data calculation being based on the five aspects, the comparison of a pre-test for both groups can be such as the elaboration below:

Highest score

For the aspect of highest score obtained by both groups, the finding showed that the control group had the highest score which was higher than what was owned by the experimental group where the highest score found

out at the control group was 70 and at the experimental group was 70. Then, from the sum of students who got the highest score, both groups possessed two students who respectively gained the highest score.

Lowest score

For the aspect of lowest score obtained by both groups, the finding indicated that the control group had the lowest score which was lower than what was owned by the experimental group where the lowest score found out at the control group was 35 and at the experimental group was 40. Then, from the sum of students who had got the lowest score, the experiment group possessed students that were more than the control group where there were two students who obtained the lowest score in the experiment group and there was only one student who acquired the highest score in the control group.

Total score

Based on the result of analysis of total score aspect towards both groups, the finding proved that the total score owned by the experimental group was higher than total score found out at control group related suitably with the number of students respectively. The total score had by students at the control group was 1.345 from 25 students and at the experimental group was 1.350 from 25 students. The fact of finding proved

why total score which was encountered at the experimental group was bigger than at control group, it was caused that scores obtained by 23 students at the experimental group from score limitation > 40 through < 70 , most of them owned numbers that were bigger than scores got by 24 students at the control group from the score limitation > 35 through < 70 . This condition was steadily caused that the total score at the experimental group was a bit higher than the total score encountered at the control group.

Mean score

Concerning the calculation of the mean score for pre-test result towards both groups, the mean score that was acquired by the experimental group had a higher number a bit than the mean score encountered in the control group. Based on this circumstance, the experimental group possessed a mean score as high as 54 and the control group had the mean score in the amount of 53,8.

Standard Deviation

Overwhelming the standard deviation, the data of the control group had the degree of standard deviation which was higher than what the experimental group had. In the concept of calculation for standard deviation, it described that the value of standard deviation which walked into a smaller point, it proved that the condition of value would be better

because this condition indicated that students' scores did not shift too far from the median. The score of standard deviation discovered at the control group was 9,39 and at the experimental group was 7,9. On the strongest aspects in comparing the data of both groups, those basic aspects referred to the comparison of mean score and standard deviation. The control group had the mean score in the value of 53,8 and a standard deviation of 9,39. Whereas, the experimental group owned the mean score in the value as 54 and the standard deviation as 7,9. This fact told that the condition of numbers including mean score and standard deviation from both groups had the distance which was not too long between them. It could be said that students' grammatical achievement before the deductive and inductive teaching technique implemented possessed some characteristics being homogenous yet.

b) Students' grammatical achievement after deductive and inductive learning strategy implemented

The condition of students' grammatical achievement after the deductive and inductive learning strategy was implemented was good because it respectively increased from the pretest condition. However, students' grammatical achievement after inductive learning strategy was applied achieved a higher increase than students' grammatical achievement after the deductive learning strategy was implemented. This circumstance was

represented by the result of post-test from both groups. Basically, the mean score of post-test possessed by students at experimental group could pass the degree of standard competence (65). Whereas, the post-test mean score had by students at control group had not got through the degree of standard competence (65) yet. Regarding the extensive discussion concerning this evidence, there can be such as the elaboration below:

1. Students' grammatical achievement after deductive learning strategy implemented.

Overwhelming the circumstance of students' grammatical achievement after the deductive learning strategy was implemented, it was proven by the data discovered on the result of furnishing post-test to students in the control group. The whole students provided post-test was in the amount of 25 students. Actually, providing post-test towards students in the control group was also to know their highest score, lowest score, total score, mean score, and standard deviation.

Based on the finding, the data including students' highest score in the control group reached the number as 80 gained by four students. Whereas, students' lowest score attained the number as 40 had by one student. This condition represented that there were 20 students who acquired the post-test result > 40 through < 80 . The researcher then broadened the focus on the next concept involving the total score where it was in the amount of 1.635 based on the accumulation of 25 students.

Based on the total score, the researcher then cultivated with calculating the mean score by dividing the amount of total score to students' amount in which this calculation achieved the result in the amount of 65,4. Then, as the last process in this context, the researcher calculated the standard deviation from students' scores in order to analyze how high the value of the variable shifted from the median. The result of the calculation of standard deviation achieved the number in the amount of 6,9. The data found out from the analysis of five aspects in this group would subsequently be compared with what was acquired by students in the experimental group after they were given post-test.

2. Students' grammatical achievement after inductive learning strategy implemented.

Focusing on students' grammatical achievement after the inductive learning strategy was implemented, it was shown by the data discovered from the result of providing post-test to students in the experimental group. The entire students served post-test was in the amount of 25 students. The purpose of giving a post-test in the experimental group had the same concept in which it was to recognize students' highest score, lowest score, total score, mean score, and standard deviation.

Based on the finding, the data overwhelming students' highest score in the experimental group attained the number as 85 acquired by two students. Whereas, students' lowest score attained the number as 55 got by

one student. This circumstance implied that there were 22 students whose post-test scores in the amount of > 55 through < 85 . The researcher subsequently centralized the focus on the next aspect including the total score where it was in the amount of 1.780 based on the accumulation of 25 students. Based on the total score, the researcher then directed with calculating the mean score by dividing the amount of total score to students' amount in which this calculation reached the result in the amount of 71,2. Then, as the final process in this context, the researcher calculated standard deviation from students' scores in order to analyze how high the value of variable which shifted from median. This calculation result was 8,32. The data discovered from the analysis of five aspects in this group would then be compared with what was had by students at control group after they were given post-test.

Basically, the analysis of five aspects from the data got by giving post-test to both groups, it became the point to draw how students' grammatical ability after habitual and inductive teaching technique implemented. If it was compared with data calculation being based on the five aspects, the comparison can be such as the elaboration below:

Highest score

For the aspect of highest score obtained by both groups, the finding presented that experimental group had the highest score which was

higher than what was obtained by control group where the highest score found out at experimental group was 85 and in the control group was 80. Then, from the sum of students who had got the highest score, the control group possessed students that were more than experiment group where there were four students who obtained the highest score in the control group and there were only two students who acquired the highest score in experiment group.

Lowest score

For the aspect of lowest score obtained by both groups, the finding indicated that the control group had the lowest score which was lower than what was owned by experimental group where the lowest score found out at control group was 40 and at the experimental group was 55. Then, from the sum of students who got the lowest score, both groups possessed one student who respectively gained the lowest score.

Total score

Based on the result of post-test analysis of total score aspect towards both groups, the finding proved that the total score owned by the experimental group was higher than total score found out at the control group connected suitably with the number of students respectively. The total score achieved in the control group was only in the amount of 1.635

from 25 students and at the experimental group, it could reach the figure of 1.780 from 25 students. The fact of finding proved why total score which was encountered at the experimental group was bigger than at control group. It was caused that most of scores got by 22 students whose scores > 55 through < 85 were bigger than scores gained by 20 students whose scores > 40 through < 80 . This circumstance steadily caused that the total score at the experimental group was higher than the total score encountered at the control group.

Mean score

Concerning calculation data with calculating the mean score from post-test result towards both groups, the mean score that was acquired by the experimental group had a significantly higher number than the mean score encountered at the control group. Based on this condition, the experimental group possessed a mean score in the amount of 71,2 and the control group had a mean score as big as 65,4.

Standard deviation

In the standard deviation aspect, the experimental group was more excellent because the variable value which shifted from the median had smaller friction than in the control group. The standard deviation encountered in the experimental group was 8,32 and in the control group

was 6,9. On the most strongly basic aspects in comparing the data of both groups, those basic aspects referred to the comparison of the mean score and standard deviation. The control group had the mean score in the figure as 65,4 and the standard deviation as 6,9.

Whereas, the experimental group owned the mean score in the value as 71,2 and the standard deviation as 8,32. This fact drew that the circumstance of numbers overwhelming mean score and standard deviation from both groups had the distance which was valuable between them. It could be said that students' grammatical achievement after the inductive learning strategy which was implemented increased significantly than students' grammatical achievement after the deductive learning strategy was implemented.

2. Non-statistical Analysis

a) Students' grammatical achievement before inductive learning implemented

Based on the researcher's observation during teaching and learning in the class, the students' grammatical achievement before deductive and inductive learning implemented mostly are the same. Most of the students in the class are silent and monotone, the learning process only focuses on the explanation given by the teacher. The teacher becomes the center of the learning process so that students just have a sat, listened, and received the

material that the teacher conveys. Besides, there are also many students who sleep in class, maybe this is the effect of just listening without thinking.

b) Students' grammatical achievement after inductive learning implemented

Based on observations of situations and conditions while in class after treatment by using inductive learning strategy, students' circumstances is a clear improvement, so that it is clearer let's look at the discussion below:

1) Students think more critically

When students are required to think critically, they would be taught how to solve problems that began while they were in school and then applied to the various challenges of life outside of the classroom environment. Students who are willing to try to find answers to all of their questions about something would have a scientific mindset.

2) Students are more active and brave to speak

Students would be more active and eager to learn more if they are taught and practice observation, questioning, reasoning, experimenting, and communicating. Finally, students would be challenged to think and act actively, creatively, and innovatively, as well as to attempt to express their opinions to others. This is accordance with the theory of Eisenstein that stated, the inductive approach involves learners' participating actively in their instruction.⁴⁵

⁴⁵ Ernest W. Anderson, *An Approach to Effective Teaching*, (Journal of Cooperative Extension) 1956, P.12

3) Increase motivation and enthusiasm for student learning

Motivation to learn is a driving force or impetus that makes someone interested in learning so that they would learn continuously. Low motivation can cause low success in learning so that it could cause lower student learning achievement. If a student lacks motivation and passion for learning, he or she would become bored while learning and would not make progress. As a result, student motivation and enthusiasm for learning are important and must be fostered throughout the learning process.

4) Students remember lessons easier

When a student thinks critically, thinks about a problem in learning, and tries to solve it, the thing that is learned could more easily stick in his mind and he always remembered it for a long time. Unlike a material that is given directly, the material would easily be lost in memory because it is an easy way to get it.

5) There are no students sleeping in the classroom anymore

As explained above, after the implementation of the inductive learning strategy, none of the students slept because the method brought by the teacher was a new method that might not make students bored and sleepy while learning.

3. The Effect of Inductive Learning Strategy to Improve Students' Grammatical Achievement.

In recognizing the effectiveness of the inductive learning strategy, the researcher employed three accurate aspects which could not be influenced by other factors to be the comparative directives. It meant that students' scores of pre and post-test in the control group were compared with students' scores of pre and post-test in the experimental group through the three aspects. These aspects involved mean score, standard deviation, and comparative score in the number of 6,5. It was typically for comparative score as 6,5, it was the value of standard competence which had to be achieved by students based on learning regulation in school. The form of comparison between both groups are such as below:

Mean score

In the control group, the mean score had from pre-test was 53,8 and from post-test was 65,4. It could be known that the friction of pre and post-test mean score was 11,6. This condition drew that habitual teaching technique could only improve students' grammatical achievement in the statistical score as 11,6. Whereas, in the experimental group, the result of mean score from the pre test was 54 and from the post-test was 71,2. It could be said that the friction of mean score for the pre and post-test was 17,2. It proved that the inductive learning strategy could improve students' grammatical achievement in the statistical score as 17,2. The range of mean score from both groups

referred to the fact that $11,6 < 17,2$. Based on this context, it was really clear that the inductive learning strategy was more effective than the deductive learning strategy to improve students' grammatical achievement.

Standard deviation

In the control group, the result of calculation from standard deviation from the pre test data was 9,39 and from the post-test data was 6,9. On other hand, in the experimental group, the figure of calculation for standard deviation in the pre-test result was 7,9 and in the post-test result was 8,32.

Comparative score in the number of 65 in the control group with students' amount as 25 persons, students' pre-test result possessed 4 students whose scores were more than 65 and 21 students whose scores were lower than 65. Then, after they were given treatment, the researcher subsequently gave them the post-test. The result of the post-test could only condition that there were discovered 13 students whose scores were more than 65 and 12 students whose scores were lower than 65. On other hand, in the experimental group with students' amount as 25 students, the result of students' pre-test owned 3 students whose scores were more than 65 and 22 students whose scores were lower than 65. Subsequently, after the treatment in the form of inductive learning strategy was undertaken, the researcher then furnished them post-test. The result of post-test could convert the condition in the

circumstance that there were found 17 students whose scores were higher than 65 and 8 students whose scores were lower than 65.

Based on the condition of data above, it certified that the deductive learning strategy could only bring students to pass the standard of learning as big as 52%. Whereas, inductive learning strategy could across students to get through the standard of learning in the percentage of 68%. This comparison obviously proved that the inductive learning strategy is more effective than the deductive learning strategy in improving students' grammatical achievement. The researcher subsequently fortified the result of the study concerning the effectiveness of inductive learning strategy by committing hypothesis testing. Hypothesis testing was undertaken by using the formula of t-test. The result of the calculation was then compared to the figure of t-table in the concept, if the result of calculation was bigger than the t-table, the hypothesis alternative was actually accepted and on other hand, if the result of t calculation was lower than the t-table, the hypothesis null was accepted.

Based on the score had from t-calculation in finding, the figure of t-test was 2,44 and the value of t-table was 2,02. This circumstance represented that the hypothesis alternative was accepted and otherwise, hypothesis null was rejected. It means there is a significant effect of inductive learning strategy to improve students' grammatical achievement in learning English. It is accordance with the theory put forward by Paradowski who stated that by inductive learning strategy, students can improve their grammatical

competence and achievement.⁴⁶ The implementation of Inductive Learning strategy make students more interest to learn in the classroom, and the learning process is very useful for improving their grammatical abilities especially in adjective and verb materials.

Based on the researcher's observations of situations and conditions in class after treatment by using inductive learning strategy, students' circumstances is a clear improvement, students think more critically, more active and brave to speak, increase motivation and enthusiasm for student learning, students can remember lessons easier and there is no students sleep in the class anymore. The ability and achievement of these students shows that there is a positive change in the learning process. It is suitable with the statement by Brown, inductive learning is an appropriate learning strategy to be applied in grammar classes for the following reasons:

1. Inductive learning encourages students to acquire natural language acquisition, because students unwittingly obtain the desired language rules.
2. Inductive learning allows students to get communicative 'feelings' before getting an explanation from a teacher or lecturer.

⁴⁶Paradowski, Michał B, 2007. *Deductive vs. Inductive Teaching*. <http://knol.google.com/k/deductive-vs-inductiveteach>.

3. Inductive learning builds students' intrinsic motivation because they are allowed to find language rules compared to if the rules of language are explained by the teacher first.⁴⁷

⁴⁷ H. Douglas, Brown, 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc. P. 134

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher takes some conclusion:

1. Students' grammatical achievement before the inductive learning strategy activity was implemented.

Concerning students' grammatical achievement before the inductive learning strategy activity was implemented, students in both the control and experimental groups have the condition are not good. This fact was proven the pre-test score that they earned in finding and from situation in the class.

2. Students' grammatical achievement after the inductive learning strategy activity was implemented.

Regarding students' grammatical achievement after the inductive learning strategy as the treatment, it was good because students respectively had an increase ability. Somehow, students' grammatical achievement in the experimental group in which the students were provided treatment such inductive learning as treatment, it improved bigger than students' grammatical achievement in the control group. Where, the students were taught by conventional learning. This situation was indicated by the result of the post-test in both groups and the non-statistical analysis showed that , students think more critically, more active and brave to speak, increase motivation and

enthusiasm for student learning, students can remember lessons easier and there is no students sleep in the class anymore..

3. The Effectiveness of inductive learning strategy was treatment

Refarding the effectiveness of inductive learning as treatment, this strategy was effective in improving students grammatical achievement. The fact was represented by the result of the “t” calculation. The researcher took “t” calculation to examine hypothesis. Based on the calculation, the figure of the “t” found out was 2,44 and the value of the “t” table was 2,02. The researcher then compared both score. The comparison represented that $2,44 > 2,02$. These framed numbers ascertain that hypothesis alternative was accepted and hypothesis null was rejected. In accordance with the data analysis, the result certainly proved the inductive learning as the treatment was effective in improving students’ grammatical achievement.

B. Suggestion

After doing the research which finds out the effectiveness of inductive learning strategy toward students grammatical achievement, in getting the result of the research, the researcher makes some suggestions for some people who are probably related to the research.

1. For the school.

This school is expected to develop in applying inductive learning strategy especially for teaching Grammar in MTsS 01 Darussalam. As the reason, the fundamentally English grammatical materials need students’ high

comprehension. Therefore, students' analysis inductively would give a good advancement for them to view fundamental English grammar. This school is also expected to implement the inductive learning strategy for teaching other lessons based on the exact concept which needs more analysis for students to understand.

2. For the teacher, the English teachers are expected to implement the inductive learning strategy as a treatment activity in teaching grammar material (especially in MTsS 01 Darussalam). By applying this technique, the English teachers would easily recognize students' comprehension when they are learning English grammar in class. Then, by implementing this learning strategy, The English teachers can easily manage students to be active in learning English grammar. Finally, mastering the concept of inductive strategy in teaching can enrich the English teachers' knowledge concerning teaching strategy.
3. For the researcher, the result of this research is expected to the researcher can give new knowledge and new method that can be used in teaching grammar skill. The teaching method could help the researcher in teaching in the future time. The researcher hopes that in next time if another research who wants to investigate about teaching grammar skill by using other methods. So not only this method could be used to teach grammar skill but also other methods, because there are many methods in teaching grammar.

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APPENDIX I : Score Homogeneity Test

No	Name	Class	Score
1	Student 1	IX A	60
2	Student 2	IX A	60
3	Student 3	IX A	60
4	Student 4	IX A	50
5	Student 5	IX A	60
6	Student 6	IX A	55
7	Student 7	IX A	60
8	Student 8	IX A	60
9	Student 9	IX A	55
10	Student 10	IX A	60
11	Student 11	IX A	65
12	Student 12	IX A	60
13	Student 13	IX A	60
14	Student 14	IX A	55
15	Student 15	IX A	60
16	Student 16	IX A	50
17	Student 17	IX A	55
18	Student 18	IX A	55
19	Student 19	IX A	65
20	Student 20	IX A	60
21	Student 21	IX A	50
22	Student 22	IX A	55
23	Student 23	IX A	60
24	Student 24	IX A	60
25	Student 25	IX A	60
	Total		1450
	Mean Score		58,00

No	Name	Class	Score
1	Student 1	IX B	55
2	Student 2	IX B	60
3	Student 3	IX B	60
4	Student 4	IX B	55
5	Student 5	IX B	65
6	Student 6	IX B	60
7	Student 7	IX B	60
8	Student 8	IX B	60
9	Student 9	IX B	60
10	Student 10	IX B	50
11	Student 11	IX B	50
12	Student 12	IX B	60
13	Student 13	IX B	60
14	Student 14	IX B	50
15	Student 15	IX B	55
16	Student 16	IX B	60
17	Student 17	IX B	60
18	Student 18	IX B	60
19	Student 19	IX B	60
20	Student 20	IX B	65
21	Student 21	IX B	60
22	Student 22	IX B	55
23	Student 23	IX B	50
24	Student 24	IX B	60
25	Student 25	IX B	50
	Total		1440
	Mean Score		57,60

No	Name	Class	Score
1	Student 1	IX C	60
2	Student 2	IX C	65
3	Student 3	IX C	55
4	Student 4	IX C	60
5	Student 5	IX C	55
6	Student 6	IX C	60
7	Student 7	IX C	55
8	Student 8	IX C	60
9	Student 9	IX C	60
10	Student 10	IX C	55
11	Student 11	IX C	55
12	Student 12	IX C	55
13	Student 13	IX C	50
14	Student 14	IX C	50
15	Student 15	IX C	60
16	Student 16	IX C	60
17	Student 17	IX C	50
18	Student 18	IX C	60
19	Student 19	IX C	65
20	Student 20	IX C	55
21	Student 21	IX C	55
22	Student 22	IX C	60
23	Student 23	IX C	60
24	Student 24	IX C	50
25	Student 25	IX C	60
	Total		1430
	Mean Score		57,20

No	Name	Class	Score
1	Student 1	IX D	60
2	Student 2	IX D	55
3	Student 3	IX D	65
4	Student 4	IX D	60
5	Student 5	IX D	55
6	Student 6	IX D	65
7	Student 7	IX D	55
8	Student 8	IX D	55
9	Student 9	IX D	60
10	Student 10	IX D	65
11	Student 11	IX D	60
12	Student 12	IX D	60
13	Student 13	IX D	55
14	Student 14	IX D	65
15	Student 15	IX D	60
16	Student 16	IX D	55
17	Student 17	IX D	60
18	Student 18	IX D	55
19	Student 19	IX D	55
20	Student 20	IX D	55
21	Student 21	IX D	60
22	Student 22	IX D	55
23	Student 23	IX D	60
24	Student 24	IX D	55
25	Student 25	IX D	50
	Total		1455
	Mean Score		58,20

No	Name	Class	Score
1	Student 1	IX E	55
2	Student 2	IX E	60
3	Student 3	IX E	60
4	Student 4	IX E	60
5	Student 5	IX E	55
6	Student 6	IX E	60
7	Student 7	IX E	50
8	Student 8	IX E	60
9	Student 9	IX E	60
10	Student 10	IX E	55
11	Student 11	IX E	55
12	Student 12	IX E	60
13	Student 13	IX E	60
14	Student 14	IX E	60
15	Student 15	IX E	60
16	Student 16	IX E	50
17	Student 17	IX E	60
18	Student 18	IX E	55
19	Student 19	IX E	50
20	Student 20	IX E	60
21	Student 21	IX E	50
22	Student 22	IX E	60
23	Student 23	IX E	60
24	Student 24	IX E	50
25	Student 25	IX E	50
	Total	1415	
	Mean Score	56,60	

No	Name	Class	Score
1	Student 1	IX F	60
2	Student 2	IX F	55
3	Student 3	IX F	60
4	Student 4	IX F	60
5	Student 5	IX F	50
6	Student 6	IX F	60
7	Student 7	IX F	55
8	Student 8	IX F	60
9	Student 9	IX F	60
10	Student 10	IX F	70
11	Student 11	IX F	60
12	Student 12	IX F	65
13	Student 13	IX F	60
14	Student 14	IX F	60
15	Student 15	IX F	60
16	Student 16	IX F	60
17	Student 17	IX F	50
18	Student 18	IX F	60
19	Student 19	IX F	55
20	Student 20	IX F	65
21	Student 21	IX F	60
22	Student 22	IX F	50
23	Student 23	IX F	55
24	Student 24	IX F	50
25	Student 25	IX F	60
26	Student 26	IX F	60
	Total	1520	
	Mean Score	58,46	

SILABUS PEMBELAJARAN

Sekolah : MTsS 01 Darussalam Kepahiang

Mata Pelajaran : Grammar

Kelas : IX

Semester : 1 (Satu)

Alokasi Waktu : 2 x 35 menit/minngu

Kurikulum : English Grammar For Class Three, Kulliyatul Mu'allimin Al-Islamiyah Darussalam Modern Islamic Boarding School Ponorogo-Indonesia.

No	Materi Pembelajaran	Indikator Pencapaian	Strategy Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrument		
1	2	3	4	5	6	7	8	9
1	Parts of Speech	<ul style="list-style-type: none"> • Siswa mampu menjelaskan parts of speech • Siswa mampu menjelaskan pengertian, fungsi dan jenis parts of speech. • Siswa mampu mengidentifikasi parts of speech yang terdapat pada sebuah kalimat atau teks. 	<ul style="list-style-type: none"> • Discovery Learning • Cooperative Learning • Brainstroming • Inductive Learning 	Tes Tertulis	Pilihan Ganda	<i>Choose the best option based on the text!</i>	2 x 35 menit	<ul style="list-style-type: none"> • Buku teks yang relevan • Gambar terkait tema/topik • Benda-benda sekitar
2	Noun	<ul style="list-style-type: none"> • Siswa mampu menjelaskan pengertian, fungsi dan jenis 	<ul style="list-style-type: none"> • Discovery Learning 	Tes Tertulis	Pilihan Ganda	<i>Choose the best option based on the</i>	8 x 35 menit	<ul style="list-style-type: none"> • Buku teks yang

No	Materi Pembelajaran	Indikator Pencapaian	Strategy Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrument		
1	2	3	4	5	6	7	8	9
		<p>noun.</p> <ul style="list-style-type: none"> • Siswa mampu mengidentifikasi noun yang terdapat pada sebuah kalimat atau teks. • Siswa mampu menyebutkan dan menuliskan contoh-contoh tentang noun dalam bentuk kalimat sehari-hari • Siswa mampu mengerjakan soal-soal yang berkaitan dengan noun. 	<ul style="list-style-type: none"> • Cooperative Learning • Brainstroming • Inductive Learning 			<i>text!</i>		<p>relevan</p> <ul style="list-style-type: none"> • Gambar terkait tema/topik • Benda-benda sekitar
3	Pronoun	<ul style="list-style-type: none"> • Siswa mampu menjelaskan pengertian, fungsi dan jenis pronoun. • Siswa mampu mengidentifikasi pronoun yang terdapat pada sebuah kalimat atau teks. • Siswa mampu menyebutkan dan menuliskan contoh-contoh tentang pronoun dalam bentuk kalimat 	<ul style="list-style-type: none"> • Discovery Learning • Cooperative Learning • Brainstroming • Inductive Learning 	Tes Tertulis	Pilihan Ganda	<i>Choose the best option based on the text!</i>	8 x 35 menit	<ul style="list-style-type: none"> • Buku teks yang relevan • Gambar terkait tema/topik • Benda-benda sekitar

No	Materi Pembelajaran	Indikator Pencapaian	Strategy Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrument		
1	2	3	4	5	6	7	8	9
		sehari-hari <ul style="list-style-type: none"> • Siswa mampu menggunakan pronoun dalam kegiatan sehari-hari. • Siswa mampu mengerjakan soal-soal yang berkaitan dengan pronoun. 						
4	Verb	<ul style="list-style-type: none"> • Siswa mampu menjelaskan pengertian, fungsi dan jenis verb. • Siswa mampu mengidentifikasi verb yang terdapat pada sebuah kalimat atau teks. • Siswa mampu menyebutkan dan menuliskan contoh-contoh tentang verb dalam bentuk kalimat sehari-hari • Siswa mampu mengerjakan soal-soal yang berkaitan dengan verb 	<ul style="list-style-type: none"> • Discovery Learning • Cooperative Learning • Brainstroming • Inductive Learning 	Tes Tertulis	Pilihan Ganda	<i>Choose the best option based on the text!</i>	6 x 35 menit	<ul style="list-style-type: none"> • Buku teks yang relevan • Gambar terkait tema/topik • Benda-benda sekitar
5	Adjective	<ul style="list-style-type: none"> • Siswa mampu menjelaskan pengertian, fungsi dan jenis 	<ul style="list-style-type: none"> • Discovery 	Tes Tertulis	Pilihan	<i>Choose the best option</i>	8 x 35	<ul style="list-style-type: none"> • Buku teks yang

No	Materi Pembelajaran	Indikator Pencapaian	Strategy Pembelajaran	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrument		
1	2	3	4	5	6	7	8	9
		adjective. <ul style="list-style-type: none"> Siswa mampu mengidentifikasi adjective yang terdapat pada sebuah kalimat atau teks. Siswa mampu menyebutkan dan menuliskan contoh-contoh tentang adjective dalam bentuk kalimat sehari-hari Siswa mampu mengerjakan soal-soal yang berkaitan dengan adjective 	Learning <ul style="list-style-type: none"> Cooperative Learning Brainstroming Inductive Learning 	Tertulis		<i>based on the text!</i>	menit	relevan <ul style="list-style-type: none"> Gambar terkait tema/topik Benda-benda sekitar



Mengetahui,
Kepala Madrasah

H. Ahmad Nurhayani, S.Pd.I

Kepahiang, 16 Juli 2020

Guru Mata Pelajaran

Retno Yulianti Rasidin

BLUE PRINT OF THE TEST

Content		Cognitive Domine					Question Number
Test Objective	Indicator of the test items	C1	C2	C3	C4	C5	
To understand about of verbs and verbs that related with approximately environment	a. Identify verbs in a sentence				4		1,2,3 and 4
	b. Identify the kind of adjective in a sentence				6		5,6,7,8,9 and 10
	c. Using verbs in a sentence					4	11,12,13 and 14
	d. Using adjectives in a sentence					6	15, 16, 17, 18, 19 and 20

			<p>a. Runs</p> <p>b. Sleeps</p> <p>c. Writes</p> <p>d. Reads</p>
Understanding	15	Proper Adjective	<p>I like to eat sushi, I will go to restaurant tomorrow.</p> <p>a. Japan</p> <p>b. Atlantic</p> <p>c. Indonesian</p> <p>d. English</p>
Understanding	16	Adjective of Quality	<p>Musa is a.....man. He hold up the big cupboard by himself.</p> <p>a. Beautiful</p> <p>b. Sweet</p> <p>c. Strong</p> <p>d. Poor</p>
Understanding	17	Adjective of Quantity	<p>My family has.....houses in Indonesia. There are in Bengkulu, Padang and Medan.</p> <p>a. Three</p> <p>b. Happy</p> <p>c. Each</p> <p>d. Brave</p>
Understanding	18	Distributive Adjective	<p>As the Muslim, we have to read the Qur'an.....day</p> <p>a. Each</p> <p>b. Every</p> <p>c. Either</p> <p>d. Neither</p>
Understanding	19	Demonstrative adjective	<p>I look some cars over there, they said.....cars are Jhon's.</p> <p>a. This</p> <p>b. These</p> <p>c. That</p> <p>d. Those</p>

Understanding	20	Adjective Comparison	in	Ahmad is 160cm. Khadijah is 150cm. Ahmad is.....than Khadijah a. Taller b. Tallest c. Shorter d. Shortest
---------------	----	-------------------------	----	---

			<p>a. Sings</p> <p>b. Eats</p> <p>c. Brings</p> <p>d. Blows</p>
Understanding	15	Proper Adjective	<p>I like to eat sushi, I will go to restaurant tomorrow.</p> <p>a. Japan</p> <p>b. Atlantic</p> <p>c. Indonesian</p> <p>d. English</p>
Understanding	16	Adjective of Quality	<p>Randi's brother is a.....man. He hold up the big cupboard by himself.</p> <p>a. Beautiful</p> <p>b. Sweet</p> <p>c. Strong</p> <p>d. Poor</p>
Understanding	17	Adjective of Quantity	<p>My family has.....houses in Indonesia. There are in Bali, Jakarta and Bandung.</p> <p>a. Three</p> <p>b. Happy</p> <p>c. Each</p> <p>d. Brave</p>
Understanding	18	Distributive Adjective	<p>As the Muslim, we have to read the Qur'an.....day</p> <p>a. Each</p> <p>b. Every</p> <p>c. Either</p> <p>d. Neither</p>
Understanding	19	Demonstrative adjective	<p>I look some books over there, they said.....books are Samson's.</p> <p>a. This</p> <p>b. These</p> <p>c. That</p> <p>d. Those</p>

Understanding	20	Adjective Comparison	in	Jerry is 160cm. Dafid is 150cm. Jerry is.....than Dafid a. Taller b. Tallest c. Shorter d. Shortest
---------------	----	----------------------	----	---

**RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)**

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Verbs
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis verb.
2. Mengidentifikasi verb yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang verb dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan verb

B. Strategy : Inductive Learning Strategy

C. Teknik : Total Physical Response

D. Media : Papan tulis, dan spidol

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru memperagakan beberapa contoh kata kerja seperti berlari, menulis, jatuh di depan kelas dan meminta siswa untuk menebak gerakan tersebut.
2. Guru meminta salah seorang siswa untuk memperagakan contoh kata kerja di depan kelas dan meminta siswa lain untuk menebaknya.
3. Guru menulis beberapa kata kerja di papan tulis.
4. Guru memberi siswa sebuah contoh kalimat yang di dalamnya terdapat kata kerja, contoh : “Aisyah makan nasi” kemudian guru meminta siswa untuk menganalisis mana yang merupakan kata kerja.
5. Guru bertanya pada siswa “apa yang mereka ketahui tentang verb”

6. Siswa menjawab pertanyaan dari guru tentang verb.
7. Guru menjelaskan kesimpulan tentang verb pada siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis kata kerja yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan kata kerja yang tepat pada sebuah kalimat	5



Mengetahui
KEPAKA MADRASAH
H Ahmad Nurchayani, S. Pd I
NIP.

Kepahiang, 20 Oktober 2020


Retna Yulianti Rasidin
NIM. 17551050

**RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)**

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Transitive and Intransitive Verbs
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian dan fungsi Transitive dan Intransitive verb.
2. Mengidentifikasi transitif dan intransitif verb yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang transitif dan intransitif verb dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan transitif dan intransitif verbs

B. Strategy : Inductive Learning Strategy

C. Teknik : Discussion

D. Media : Papan tulis, spidol, karton dan kardus kosa kata

E. Kegiatan Pembelajaran :

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru membuat kelompok diskusi berdasarkan tempat duduk mereka dalam kelompok kecil yang terbagi menjadi 5 kelompok, masing-masing kelompok berjumlah 5 orang.
2. Guru memberikan beberapa contoh kalimat yaitu kata kerja transitif dan kata kerja intransitif. Contohnya: "Aisyah membuat secangkir kopi". - "Aisyah tidur di asrama" kemudian guru meminta kepada siswa untuk menganalisa perbedaan kalimat tersebut.
3. Guru menjelaskan tentang objek pada kalimat
4. Guru memberi lembar kerja pada tiap kelompok

5. Siswa berdiskusi tentang pertanyaan di lembar kerja bersama kelompok diskusi.
6. Setelah menyelesaikan diskusinya, guru meminta setiap kelompok untuk menjelaskan hasil pembahasan mereka.
7. Guru menjelaskan materi secara utuh kepada semua siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis kata kerja transitif dan kata kerja intransitif yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan kata kerja transitif dan kata kerja intransitif yang tepat pada sebuah kalimat	5



Mengetahui
KEPALA MADRASAH
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 NIP.

Kepahiang, 20 Oktober 2020


Retno Yulianti Rasidin
 NIM. 17551050

RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Proper Adjectives
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis proper adjectives.
2. Mengidentifikasi proper adjective yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang proper adjectives dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan proper adjectives.

B. Strategy : Inductive Learning Strategy

C. Teknik : Games (Scramble)

D. Media : Papan tulis, spidol, amplop dan karton

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru mempersiapkan scramble. (ada beberapa pertanyaan di dalam karton dan beberapa contoh proper adjective di dalam amplop).
2. Guru membagi kelompok siswa berdasarkan tempat duduk mereka dalam kelompok kecil yang terbagi menjadi 5 kelompok, masing-masing kelompok berjumlah 5 orang.
3. Guru memberikan pertanyaan yang terdapat di dalam karton dan beberapa kata yang terdapat di dalam amplop kepada siswa.
4. Siswa mendiskusikan dan menyusun scramble dengan kelompoknya.

5. Guru menjelaskan materi secara utuh kepada seluruh siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis proper adjective yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan proper adjective yang tepat pada sebuah kalimat	5


Mengetahui
KEPALA MADRASAH

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Kepahiang, 20 Oktober 2020


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RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Adjectives of Quality
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis adjectives of quality.
2. Mengidentifikasi adjectives of quality yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang adjectives of quality dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan adjectives of quality.

B. Strategy : Inductive Learning Strategy

C. Teknik : Games (What is it)

D. Media : Papan tulis, spidol dan karton

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru menyiapkan kertas yang dilipat dan memuat nama benda.
2. Guru membuat kelompok diskusi untuk semua siswa berdasarkan tempat duduk mereka dalam kelompok kecil. Kelompok dibagi menjadi 5 kelompok, masing-masing kelompok berjumlah 5 orang.
3. Kelompok pertama datang ke depan kelas, berbaris rapi menunggu antrian.
4. Siswa pertama mengambil selembar kertas yang ada di tangan guru. Siswa membaca kata yang tertulis dan coba menggambarkan dengan satu kalimat.

Misalkan dia kedatangan mengambil selembar kertas yang isinya bertulisan “seorang putri”. Jadi dia hanya berkata, "Ini lebar."

5. Siswa lain menebak kata yang digambarkan oleh siswa pertama.
6. Ketika apa yang siswa pertama gambarkan benar, dia mendapat dua poin. Beri waktu 5 detik bagi siswa yang akan menjawab uraian benda tersebut. Jadi, ketika dia tidak dapat menjawab setelah 5 detik, siswa tersebut gagal.
7. Guru menjelaskan materi Adjective of Quality secara utuh kepada seluruh siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis adjective of quality yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan adjective of quality yang tepat pada sebuah kalimat	5


Mengetahui
KEPALA MADRASAH
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Kepahiang, 20 Oktober 2020


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RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Adjectives of Quantity
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis adjectives of quantity.
2. Mengidentifikasi adjectives of quantity yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang adjectives of quantity dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan adjectives of quantity.

B. Strategy : Inductive Learning Strategy

C. Teknik : Discussion

D. Media : Papan tulis dan spidol

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru membuat kelompok diskusi untuk semua siswa berdasarkan tempat duduk mereka dalam kelompok kecil yang terbagi menjadi 5 kelompok, masing-masing kelompok berjumlah 5 orang.
2. Guru memberikan beberapa contoh kalimat yang mengandung adjective of quantity. Contohnya adalah: "Aisyah buys three pens." - "Reni has enough money" kemudian guru meminta siswa untuk menganalisa dimana kata dalam kalimat yang menunjukkan quantity?
3. Guru menjelaskan tentang kuantitas.

4. Guru memberikan lembar kerja untuk setiap kelompok diskusi. Pada lembar kerja terdapat beberapa kata sifat kuantitas dalam kalimat tersebut.
5. Siswa berdiskusi tentang pertanyaan di lembar kerja bersama kelompok diskusi.
6. Setelah menyelesaikan pembahasannya, guru meminta setiap kelompok untuk menjelaskan hasil diskusi mereka.
7. Guru menjelaskan materi secara utuh kepada seluruh siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis adjective of quantity yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan adjective of quantity yang tepat pada sebuah kalimat	5


Mengetahui
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Kepahiang, 20 Oktober 2020


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**RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)**

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Distributive Adjectives
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis distributive adjectives.
2. Mengidentifikasi distributive adjectives yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang distributive adjectives dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan distributive adjectives.

B. Strategy : Inductive Learning Strategy

C. Teknik : Learner-Centered Method

D. Media : Papan tulis, spidol, dan kertas

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru memberikan gambar kata sifat distributif 2 atau 3 benda.
2. Siswa diberi kesempatan untuk menyampaikan pendapat tentang gambar yang telah disediakan.
3. Siswa menganalisis kata kunci dalam kalimat kata sifat distributif berdasarkan contoh.
4. Siswa membuat kalimat yang mengekspresikan kata sifat distributif dalam kelompok dan membacanya di depan kelas
5. Guru menjelaskan materi secara utuh kepada seluruh siswa.

RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Demonstrative Adjectives
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis demonstrative adjectives.
2. Mengidentifikasi demonstrative adjectives yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang demonstrative adjectives dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan demonstrative adjectives.

B. Strategy : Inductive Learning Strategy

C. Teknik : Total Physical Response

D. Media : Papan tulis, spidol, dan kertas

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru membuat contoh kata sifat demonstratif sambil menunjuk ke lampu dan mengatakan "Itu adalah lampu" dan menunjuk pena yang dipegang guru "Ini adalah pena".
2. Guru meminta siswa untuk meniru contoh kalimat dengan menunjuk pada objek yang disebutkan sebelumnya.
3. Guru meminta siswa membuat kalimat sendiri dengan menggunakan kata sifat demonstratif.

4. Guru bertanya kepada beberapa siswa apa yang mereka ketahui tentang kata sifat demonstratif.
5. Guru menjelaskan materi secara utuh kepada seluruh siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis demonstrative adjectives yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan demonstrative adjectives yang tepat pada sebuah kalimat	5



Mengetahui
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Kepahiang, 20 Oktober 2020



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RENCANA PELAKSANAAN PEMBELAJARAN
(Lesson Plan)

Sekolah	: MTsS 01 Darussalam Kepahiang
Mata Pelajaran	: Grammar
Kelas/Semester	: IX/1 (Satu)
Materi	: Adjectives in Comparison
Tahun Pelajaran	: 2020/2021
Alokasi Waktu	: 2 x 35 menit/1 pertemuan

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Menjelaskan pengertian, fungsi dan jenis adjectives in comparison.
2. Mengidentifikasi adjectives in comparison yang terdapat pada sebuah kalimat atau teks.
3. Menyebutkan dan menuliskan contoh-contoh tentang adjectives in comparison dalam bentuk kalimat sehari-hari
4. Mengerjakan soal-soal yang berkaitan dengan adjectives in comparison.

B. Strategy : Inductive Learning Strategy

C. Teknik : Learner-Centered Method

D. Media : Papan tulis, spidol, dan kertas gambar

E. Kegiatan Pembelajaran:

a. Kegiatan Pendahuluan

1. Guru mengawali kegiatan pembelajaran dengan berdoa
2. Guru memeriksa kehadiran siswa
3. Guru menyampaikan cakupan materi dan uraian kegiatan
4. Guru menyampaikan tujuan pembelajaran yang akan dicapai

b. Kegiatan Inti

1. Guru memberikan gambar tentang adjective in comparison 2 atau 3 gambar.
2. Siswa diberi kesempatan untuk menyampaikan pendapat tentang gambar yang telah disediakan.
3. Siswa menganalisis kata kunci dalam kalimat adjective in comparison berdasarkan contoh.
4. Siswa membuat kalimat yang mengungkapkan adjective in comparison secara berkelompok dan membacanya di depan kelas.

5. Guru menjelaskan materi secara utuh kepada seluruh siswa.

c. Kegiatan Penutup

1. Guru merefleksikan kegiatan yang telah dilakukan
2. Guru memberikan tugas terstruktur

F. Evaluasi/Penilaian

1. Teknik penilaian : Penugasan
2. Bentuk Instrumen : Isian
3. Kisi-kisi :

No	Indikator	Jumlah butir soal
1	Siswa menganalisis adjectives in comparison yang ada di dalam sebuah kalimat	5
2	Siswa menggunakan adjectives in comparison yang tepat pada sebuah kalimat	5


Mengetahui
KEPALA MADRASAH
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NIP.

Kepahiang, 20 Oktober 2020


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PRE-TEST

Name :.....

Class :.....

Date :.....

Time : 40 Minutes

Chose the best answer by marking the option a, b, c, or d in your answer sheet !

- I take the ball in this room.
The underlined word above is.....
 - Transitive verb
 - Intransitive verb
 - Adjective of Quality
 - Adjective of Quantity
- My father read newspaper in front of the terrace.
The underlined word above is.....
 - Transitive verb
 - Intransitive verb
 - Adjective of Quality
 - Adjective of Quantity
- Jakarta is the capital of Indonesia. My family will go there next week.
The underlined word above is.....
 - Transitive verb
 - Intransitive verb
 - Adjective of Quality
 - Adjective of Quantity
- The children run slowly in the first two laps. The underlined word is
 - Transitive verb
 - Intransitive verb
 - Adjective of Quality
 - Adjective of Quantity
- He is studying an English language.
The underlined word above is..... adjective.
 - Proper
 - Quality
 - Quantity
 - Distributive
- Shinta is a beautiful girl. She is a student at Darussalam Islamic boarding school.
The underlined word above is adjective of
 - Proper
 - Quality
 - Quantity
 - Distributive
- Tommy gives me nine books.
The underlined word above is adjective of
 - Proper
 - Quality
 - Quantity
 - Distributive
- Every people have schedule today.
The underlined word above is.....adjective
 - Proper
 - Quality
 - Quantity
 - Distributive
- That car is my father's.
The underlined word above is.....adjective.
 - Quality
 - Quantity
 - Demonstrative
 - Interrogative
- Linda is cleverer than Budi in Mathematics.

The underlined word above is.....degrees.

- | | |
|----------------|------------------|
| a. Positive | c. Superlative |
| b. Comparative | d. Interrogative |
11. Andy is thirst. He.....water.
- | | |
|-----------|---------|
| a. Eats | c. Runs |
| b. Drinks | d. Goes |
12. Ali.....the car recklessly.
- | | |
|-----------|----------|
| a. Drives | c. Sings |
| b. Write | d. Reads |
13. They..... letter for their parents.
- | | |
|----------|----------|
| a. Run | c. Write |
| b. Sleep | d. Read |
14. Ibrahim.....quickly
- | | |
|-----------|-----------|
| a. Runs | c. Writes |
| b. Sleeps | d. Reads |
15. I like to eat sushi, I will go to restaurant tomorrow.
- | | |
|-------------|---------------|
| a. Japan | c. Indonesian |
| b. Atlantic | d. English |
16. Musa is a.....man. He hold up the big cupboard by himself.
- | | |
|--------------|-----------|
| a. Beautiful | c. Strong |
| b. Sweet | d. Poor |
17. My family has.....houses in Indonesia. There are in Bengkulu, Padang and Medan.
- | | |
|----------|----------|
| a. Three | c. Each |
| b. Happy | d. Brave |
18. As the Muslim, we have to read the Qur'an.....day
- | | |
|----------|------------|
| a. Each | c. Either |
| b. Every | d. Neither |
19. I look some cars over there, they said.....cars are Jhon's.
- | | |
|----------|----------|
| a. This | c. That |
| b. These | d. Those |
20. Ahmad is 160cm.
Khadijah is 150cm.
Ahmad is.....than Khadijah
- | | |
|------------|-------------|
| a. Taller | c. Shorter |
| b. Tallest | d. Shortest |

POST-TEST

Name :.....
Class :.....
Date :.....
Time : 40 Minutes

Chose the best answer by marking the option a, b, c, or d in your answer sheet !

1. Shinta takes the broom in this room.
The underlined word above is.....
 - a. Transitive verb
 - b. Intransitive verb
 - c. Adjective of Quality
 - d. Adjective of Quantity
2. My brother read newspaper in front of the terrace.
The underlined word above is.....
 - a. Transitive verb
 - b. Intransitive verb
 - c. Adjective of Quality
 - d. Adjective of Quantity
3. Kuala Lumpur is the capital of Malaysia. My brother will go there next week.
The underlined word above is.....
 - a. Transitive verb
 - b. Intransitive verb
 - c. Adjective of Quality
 - d. Adjective of Quantity
4. The dog run slowly. The underlined word is
 - a. Transitive verb
 - b. Intransitive verb
 - c. Adjective of Quality
 - d. Adjective of Quantity
5. We are studying an Arabic language.
The underlined word above is..... adjective.
 - a. Proper
 - b. Quality
 - c. Quantity
 - d. Distributive
6. Rahmi is a beutiful girl. She is a student at Darussalam Islamic boarding school.
The underlined word above is adjective of
 - a. Proper
 - b. Quality
 - c. Quantity
 - d. Distributive
7. Jefry gives us three books.
The underlined word above is adjective of
 - a. Proper
 - b. Quality
 - c. Quantity
 - d. Distributive
8. Every people have a good experience in their life.
The underlined word above is.....adjective
 - a. Proper
 - b. Quality
 - c. Quantity
 - d. Distributive
9. That house is my uncle's.
The underlined word above is.....adjective.
 - a. Quality
 - b. Quantity
 - c. Demonstrative
 - d. Interrogative
10. Martin is cleverer than Anisa in Mathematics.

The underlined word above is.....degrees.

- | | |
|----------------|------------------|
| a. Positive | c. Superlative |
| b. Comparative | d. Interrogative |
11. Ana is thirst. She.....water.
- | | |
|-----------|---------|
| a. Eats | c. Runs |
| b. Drinks | d. Goes |
12. The driver.....the car recklessly.
- | | |
|-----------|----------|
| a. Drives | c. Sings |
| b. Write | d. Reads |
13. The cat is.....under the table
- | | |
|-------------|------------|
| a. Calling | c. Writing |
| b. Sleeping | d. Reading |
14. Muhammad.....on the stage
- | | |
|----------|-----------|
| a. Sings | c. Brings |
| b. Eats | d. Blows |
15. I like to eat, I will go to restaurant tomorrow.
- | | |
|-------------|---------------|
| a. Japan | c. Indonesian |
| b. Atlantic | d. English |
16. Randi's brother is a.....man. He hold up the big cupboard by himself.
- | | |
|--------------|-----------|
| a. Beautiful | c. Strong |
| b. Sweet | d. Poor |
17. My family has.....houses in Indonesia. There are in Bali, Jakarta and Bandung.
- | | |
|----------|----------|
| a. Three | c. Each |
| b. Happy | d. Brave |
18. As the Muslim, we have to read the Qur'an.....day
- | | |
|----------|------------|
| a. Each | c. Either |
| b. Every | d. Neither |
19. I look some books over there, they said.....books are Samson's.
- | | |
|----------|----------|
| a. This | c. That |
| b. These | d. Those |
20. Jerry is 160cm.
Dafid is 150cm.
Jerry is.....than Dafid
- | | |
|------------|-------------|
| a. Taller | c. Shorter |
| b. Tallest | d. Shortest |

PRE-TEST

Name :.....

Class :.....

Date :.....

Time : 60 Minutes

Chose the best answer by marking the option a, b, c, or d in your answer sheet !

1. Jakarta is the capital of Indonesia. My family will go there next week. (level: identification)
The underlined word above is.....
 - a. Transitive verb
 - b. Intransitive verb
 - c. Adjective of Quality
 - d. Adjective of Quantity
2. Those are 2 cats. This one sleep under the table and another one is on the chair.
Of the underlined words above, the verb is.... (level: identification)
 - a. Cats
 - b. Sleep
 - c. Table
 - d. Chair
3. Melda : "I look at a big car there. Is it yours? (level: identification)
Monika : "No, it is Sovia's."
The underlined word above is.....
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
4. You must not stand on the table because our teacher will be angry.
Of the underlined words above, the verb is.... (level: identification)
 - a. You
 - b. Stand
 - c. Because
 - d. Angry
5. Take a red book there, please!
The underlined word above is..... (level: identification)
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
6. He is studying an English language. (level: identification)
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
7. Panji kills a big snake.
The underlined word above is..... (level: identification)
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
8. Agus is a diligent boy.
The underlined word above is..... (level: identification)
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective

- identification)
- a. Quality
b. Quantity
- c. Demonstrative
d. Interrogative
19. I take the ball in this room.
The underlined word above is.....verb. (level: identification)
- a. Transitive
b. Intransitive
- c. Past participle
d. Present participle
20. The children run slowly in the first two laps. The underlined word is (level: identification)
- a. Transitive
b. Intransitive
- c. Past participle
d. Present participle
21. If you give them some present. The teacher will happy with your kindness.
Of the underlined words above, which one is incorrect? (level: understanding)
- a. Give
b. Present
- c. Will happy
d. Your kindness
22. He.....water. (level: understanding)
- a. Eats
b. Drinks
- c. Runs
d. Goes
23. Ali.....the car recklessly. (level: understanding)
- a. Drives
b. Write
- c. Sings
d. Reads
24. The father of Ahmad is a.....man. He hold up the big cupboard by himself. (level: understanding)
- a. Beautiful
b. Sweet
- c. Strong
d. Poor
25. We have.....houses. (level: understanding)
- a. Three
b. Happy
- c. Each
d. Brave

POST-TEST

Name :.....

Class :.....

Date :.....

Time : 60 Minutes

Chose the best answer by marking the option a, b, c, or d in your answer sheet !

1. Kuala Lumpur is the capital of Malaysia. My family will go there next week.
The underline word above is.....
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
2. Those are 2 dogs. This one sleep under the table and another one is on the chair.
From the underline word above are verb is....
 - a. Dogs
 - b. Sleep
 - c. Table
 - d. Chair
3. Thomas : "I look a big car there. Is it yours?
Jheny : "No, it is Sovia's."
The underline word above is.....
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
4. We must not stand on the table because our teacher will be angry.
From the underline word above are verb is....
 - a. We
 - b. Stand
 - c. Because
 - d. Angry
5. Take a blue book there, please!
The underline word above is.....
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
6. He is reading an English language in the library.
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
7. Musa kills a big snake with his power from God.
The underline word above is.....
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
8. Khadijah is a diligent girl.
The underline word above is.....
 - a. Noun
 - b. Pronoun
 - c. Verb
 - d. Adjective
9.is a word used to qualify a noun or pronoun.

- a. Noun
b. Pronoun
- c. Verb
d. Adjective
10.is a word that expresses an action or state of being, and the time of when it is.
a. Noun
b. Pronoun
c. Verb
d. Adjective
11. Bring, save, play, sing are.....
a. Noun
b. Pronoun
c. Verb
d. Adjective
12. Angry, hungry, sweet, dirty are.....
a. Noun
b. Pronoun
c. Verb
d. Adjective
13. Syafitri is a beautiful girl. She is a student at Darussalam Islamic boarding school.
The underline word above is adjective of
a. Proper
b. Quality
c. Quantity
d. Distributive
14. My teacher gives me some books.
The underline word above is adjective of that shows how many things are there or in what numeral order the things stands.
a. Proper
b. Quality
c. Quantity
d. Distributive
15. I like to speak at the French language.
The underline word above is..... adjective.
a. Proper
b. Quality
c. Quantity
d. Distributive
16. Every people have schedule tomorrow.
The underline above is.....adjective that refers to individually to all members of a group.
a. Proper
b. Quality
c. Quantity
d. Distributive
17. These cars is my uncle's.
The underline above is.....adjective that shows what thing is meant.
a. Quality
b. Quantity
c. Demonstrative
d. Interrogative
18. Tell me what letter do you write?
The underline above is.....adjective that used to ask a question.
a. Quality
b. Quantity
c. Demonstrative
d. Interrogative
19. Husin takes the toy from this room.
The underline above is.....verb.
a. Transitive
b. Intransitive
c. Past participle
d. Present participle

20. The athlete run quickly in the first two laps.
- | | |
|-----------------|-----------------------|
| a. Transitive | c. Past participle |
| b. Intransitive | d. Present participle |
21. If you give them some food. Many people will happy with your kindness.
Which one above is incorrect word?
- | | |
|---------|------------------|
| a. Give | c. Will happy |
| b. Food | d. Your kindness |
22. Habibullah.....orange juice.
- | | |
|-----------|---------|
| a. Eats | c. Runs |
| b. Drinks | d. Goes |
23. The driver.....a bus recklessly.
- | | |
|-----------|----------|
| a. Drives | c. Sings |
| b. Write | d. Reads |
24. The brother Ibrahim is a.....man. He hold up the big cupboard by himself.
- | | |
|--------------|-----------|
| a. Beautiful | c. Strong |
| b. Sweet | d. Poor |
25. My family has.....houses in Indonesia.
- | | |
|----------|----------|
| a. Three | c. Each |
| b. Happy | d. Brave |

EXPERT VALIDATION FORM

Direction :

From each statement, please give your response by ticking a box representing your choice.

NO	STATEMENT	RESPONSE		NOTES (IF ANY)
		YES	NO	
1	Are the test suitable in term related curriculum?	✓		
2	Are the test suitable in term related blue print?		✓	Blueprint belum dibuat
3	Are the test suitable in term of difficulty?	✓		
4	Is the number of item enough?		✓	Jumlah item harus sesuai dengan materi dan setiap indikator dalam kisi-kisi soal. Apabila blueprint atau kisi-kisi soal sudah dibuat maka akan jelas seberapa ideal jumlah soal yang dibutuhkan
5	Is the number of distracters enough?	✓		
6	Are the questions understandable?		✓	Ada kesalahan grammar dalam soal. Validator sudah membantu mengedit grammar yang salah. Bagian yang diedit diwarnai merah
7	Is the time allotment enough?		✓	Tidak ada informasi tentang durasi waktu mengerjakan

Catatan

- Test harus diperbaiki terlebih dahulu agar validitas konten bisa dicapai. Ada 2 hal yang harus diperbaiki. 1. Membuat blueprint yang menunjukkan indikator untuk setiap item. Indikator harus merepresentasikan spesifikasi tiap materi sesuai dengan silabus. 2. Membuat blueprint seperti contoh table berikut

No soal	level	Indicators	Items
1.	identification	Transitive verb	Salin soalnya
2	understanding	Intransitive verb	Salin soalnya
3	understanding	Adjective	Salin soalnya
4	identification	Demonstrative adjective	Salin soalnya

Table di atas hanya contoh saja. Setiap item soal harus memiliki indikator dan tiap indikator harus memiliki paling tidak dua level kogniti yaitu identification dan understanding. Dua level ini adalah syarat dasar untuk mengukur kemampuan grammar.

- Silahkan diperbaiki sesuai dengan catatan yang ada di soal dan yang ada di lembar validasi.

3. Setelah diperbaiki, tunjukkan kembali ke validator untuk diperiksa kedetilannya.
4. Setelah di ACC oleh validator untuk kategori validitas konten, peneliti selanjutnya harus melakukan uji validitas konstruk dengan try-out.

Curup, 20 Oktober 2020

Validator

A handwritten signature in black ink, appearing to read 'Rully Morgana', with a stylized flourish at the end.

Rully Morgana, M.Pd

EXPERT VALIDATION FORM

Direction :

From each statement, please give your response by ticking a box representing your choice.

NO	STATEMENT	RESPONSE		NOTES (IF ANY)
		YES	NO	
1	Are the test suitable in term related curriculum?	✓		
2	Are the test suitable in term related blue print?	✓		
3	Are the test suitable in term of difficulty?	✓		
4	Is the number of item enough?	✓		
5	Is the number of distracters enough?	✓		
6	Are the questions understandable?	✓		
7	Is the time allotment enough?	✓		

Curup, 27 Oktober 2020

Validator



Rully Morgana, M.Pd

Score Try Out of Post-Test

No	Name	X	Y	X ²	Y ²	XY
1	Student 1	50	55	2500	3025	2750
2	Student 2	40	55	1600	3025	2200
3	Student 3	45	45	2025	2025	2025
4	Student 4	45	50	2025	2500	2250
5	Student 5	40	45	1600	2025	1800
6	Student 6	50	45	2500	2025	2250
7	Student 7	50	45	2500	2025	2250
8	Student 8	45	50	2025	2500	2250
9	Student 9	45	45	2025	2025	2025
10	Student 10	50	45	2500	2025	2250
11	Student 11	50	55	2500	3025	2750
12	Student 12	35	40	1225	1600	1400
13	Student 13	40	40	1600	1600	1600
14	Student 14	40	40	1600	1600	1600
15	Student 15	40	45	1600	2025	1800
16	Student 16	45	55	2025	3025	2475
17	Student 17	40	45	1600	2025	1800
18	Student 18	35	45	1225	2025	1575
19	Student 19	45	50	2025	2500	2250
20	Student 20	35	40	1225	1600	1400
21	Student 21	40	45	1600	2025	1800
22	Student 22	45	45	2025	2025	2025
23	Student 23	50	50	2500	2500	2500
24	Student 24	40	45	1600	2025	1800
25	Student 25	45	50	2025	2500	2250
	Jumlah	1085	1170	47675	55300	51075

Score Try Out of Pre-Test

No	Name	X	Y	X ²	Y ²	XY
1	Student 1	40	50	1600	2500	2000
2	Student 2	45	55	2025	3025	2475
3	Student 3	50	40	2500	1600	2000
4	Student 4	40	45	1600	2025	1800
5	Student 5	50	60	2500	3600	3000
6	Student 6	40	45	1600	2025	1800
7	Student 7	55	60	3025	3600	3300
8	Student 8	35	45	1225	2025	1575
9	Student 9	45	45	2025	2025	2025
10	Student 10	45	50	2025	2500	2250
11	Student 11	40	45	1600	2025	1800
12	Student 12	45	50	2025	2500	2250
13	Student 13	40	40	1600	1600	1600
14	Student 14	45	50	2025	2500	2250
15	Student 15	45	40	2025	1600	1800
16	Student 16	40	45	1600	2025	1800
17	Student 17	55	65	3025	4225	3575
18	Student 18	40	45	1600	2025	1800
19	Student 19	50	40	2500	1600	2000
20	Student 20	40	45	1600	2025	1800
21	Student 21	35	40	1225	1600	1400
22	Student 22	40	35	1600	1225	1400
23	Student 23	55	50	3025	2500	2750
24	Student 24	35	40	1225	1600	1400
25	Student 25	40	55	1600	3025	2200
	Jumlah	1090	1180	48400	57000	52050

The T-Table of df

Df or db	The “T” Point For Various Significant (5%)
1	12,71
2	4,30
3	3,18
4	2,78
5	2,57
6	2,45
7	2,36
8	2,31
9	2,26
10	2,23
11	2,20
12	2,18
13	2,16
14	2,14
15	2,13
16	2,12
17	2,11
18	2,10
19	2,09
20	2,09
21	2,08
22	2,07
23	2,07
24	2,06
25	2,06
26	2,06
27	2,05
28	2,05
29	2,04
30	2,04
35	2,03
40	2,02
45	2,02
50	2,01
60	2,00
70	2,00

80	1,99
90	1,99
100	1,98
125	1,98
150	1,98
200	1,97
300	1,97
400	1,97
500	1,96
1000	1,96

To prove the hypothesis, the data obtained from the experiment and control group were calculated by using the t-test formula with assumption as follows:

If $t\text{-test} > t\text{-table}$: There is a significant difference and the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

If $t\text{-test} < t\text{-table}$: There is no a significant difference and the alternative hypothesis (H_a) is rejected and null hypothesis (H_0) is accepted.

Based on the result of post-test calculation in chapter 4, the t-test is 2,44. While to acquire standard value of the t-table, researcher uses degrees of freedom (df) that is obtained by using the formula below :

$$\begin{aligned}
 df &= (N1 + N2) - 2 \\
 &= (25 + 25) - 2 \\
 &= 50 - 2 \\
 &= 48
 \end{aligned}$$

DOCUMENTATIONS

Pictures 1 :
Pre-Test at class IX A



Pictures 2 :
Pre-Test at class IX D



Pictures 3 :
Post-Test at class IX A



Pictures 3 :
Post-Test at class IX D



Pictures 4 :
Teaching and Learning Process





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jalan AK Ganj No. 01 Kotak Pos 108 Telp. (0732) 21010-21750 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:


Judul : The effect Inductive Learning to Improve Students' Grammatical Achievement

Penulis : Retno Yullarti Rasidin
NIM : 17551050

Dengan tingkat kesamaan sebesar 19%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 08 April 2021

Revisi,
Admin Turnitin Prodi Tadris Bahasa Inggris



Sanwo Edy, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 475 Tahun 2020

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
 - Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing I dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN :

Menetapkan

- Pertama** :
- Leffi Noviyenty, M.Pd** **19761106 200312 2 004**
 - Hadi Suhermanto, M.Pd** **19741113 199903 1 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Retno Yuliarti Rasidin**

N I M : **17551050**

JUDUL SKRIPSI : **The Effect of Inductive Learning Strategy to Improve Students' Grammatical Achievement**

- Kedua** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** :
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 26 Oktober 2020

Dekan,



Tembusan :

- Rektor
- Bendahara IAIN Curup;
- Kabag Akademik kemahasiswaan dan kerja sama;
- Mahasiswa yang bersangkutan;



**YAYASAN AL-AKHSYAR
MADRASAH TSANAWIYAH 01 DARUSSALAM KEPAHIANG
PONDOK PESANTREN MODERN DARUSSALAM KEPAHIANG**
Jl. Merdeka Kel. Dusun Kepahiang Kec. Kepahiang
Kab. Kepahiang Prop. Bengkulu 39172

SURAT IZIN PENELITIAN

Nomor : 1305/ YA/KMTs/Kph/1/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Swasta 01 Darussalam Kepahiang dengan ini menyetujui mahasiswa :

Nama : Retno Yulianti Rasidin
NIM : 17551050
Prodi : Tadris Bahasa Inggris
Perguruann Tinggi : IAIN Curup

Telah melaksanakan penelitian yang berjudul **“The Effect of Inductive Learning Strategy to Improve Students’ Grammatical Achievement”** dari tanggal 10 Oktober 2020 s/d 10 Januari 2021.

Demikian surat keterangan penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Kepahiang, 16 Januari 2021

Kepala Madrasah



Ahmad Nurhayani, S.Pd.I



**YAYASAN AL-AKHSYAR
MADRASAH TSANAWIYAH 01 DARUSSALAM KEPAHIANG
PONDOK PESANTREN MODERN DARUSSALAM KEPAHIANG**
Jl. Merdeka Kel. Dusun Kepahiang Kec. Kephiang
Kab. Kepahiang Prop. Bengkulu 39172

SURAT PERSETUJUAN

Nomor : 1298/ YA/KMTs/Kph/XI/2020

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Swasta 01 Darussalam
Kepahiang dengan ini menyetujui mahasiswa :

Nama : Retno Yulianti Rasidin

NIM : 17551050

Prodi : Tadris Bahasa Inggris

Perguruan Tinggi : IAIN Curup

Untuk mengadakan penelitian di Madrasah Tranawiyah Swasta 01 Darussalam Kepahiang
yang kami pimpin guna menyusun skripsi mahasiswa yang bersangkutan.

Demikian surat persetujuan ini dibuat untuk digunakan sebagaimana mestinya.



Kepahiang, 12 November 2020

Kepala Madrasah

Ahmad Nurhayani, S.Pd.I



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Retno Yuliarti Rasidin
 NIM : 17551050
 FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Leffy Noviyenty, M.Pd
 PEMBIMBING II : Hadi Suhermanto, M.Pd
 JUDUL SKRIPSI : The Effect of Inductive Learning Strategy to Improve Students' Grammatical Achievement

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Retno Yuliarti Rasidin
 NIM : 17551050
 FAKULTAS/JURUSAN : Tarbiyah / Tadris Bahasa Inggris
 PEMBIMBING I : Leffy Noviyenty, M.Pd
 PEMBIMBING II : Hadi Suhermanto, M.Pd
 JUDUL SKRIPSI : The Effect of Inductive Learning Strategy to Improve Students' Grammatical Achievement

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Leffy Noviyenty, M.Pd
 NIP. 19761106 200312 2 009

Pembimbing II,

Hadi Suhermanto, M.Pd
 NIP. 19741113 199903 1 003



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	Kamis, 01/10 2020	- Membuat tabel pengajaran dengan metode Inductive learning & Konvensional agar terlihat perbedaannya		
2	Rabu, 21/10-2020	- Validasikan Instrumen (pre dan post test) pada Validator (Mr. Rully Morgana, M.Pd)		
3	Selasa, 10/11-2020	- Sudah validasi instrumen, langsung melakukan penelitian, diawali dg pre test pada control & experiment kelas		
4	Selasa, 16/03-2021	- BAB IV : Tambahkan discussion - analisis statistik & non statistik - Ganti metode conventional dg yg lebih spesifik (deductive)		
5	Selasa, 23/09-2021	- Definisi teontis - mengapa grammer harus bagus. - Susunan background - Alasan Penelaan harus kuat - Pentingnya grammer - Fokuskan pada struktur kalimat		
6	Rabu, 31/03-2021	- Pisau analisa (Item pemboran) - cari sekabeh perbandingan - Buat tabel		
7	Selasa, 06/09-2021	ACC sidang		
8				



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	Kamis, 01/10-2020	- Background lebih diperingkat agar lebih padat dan jelas.		
2	Senin, 26/10-2020	- BAB I - Bimbingan selajutnya diminta Membawa BAB I, II, III		
3	Rabu, 04/11-2020	- Perbaiki cara mengutip theory		
4	Selasa, 10/11-2020	- Susunan BAB II lentang Populasi, Sample, Homogeneity dll.		
5	Senin, 16/11-2020	- Penulisan Footnote dan sumber berita - Tambahkan teori dr jurnal		
6	Kamis, 19/03-2021	- BAB III - penulisan expert - Spasi - font times diperbesar		
7	Jumat, 20/03-2021	- Tambahkan kesimpulan - Gunakan phrasise yg lebih tepat & sesuai dg teori sbelumnya		
8	Senin, 22/03-2021	- ACC sidang		

BIBLIOGRAPHY



The researcher's name is Retno Yuliarti Rasidin. She was born in Kemumu, on July 06th 1998. She has three sisters and one brother. They are Sri Rahayu Rasidin, Sri Suharti Rasidin, Jeni Tri Hardianti Rasidin and Ilham Ramdani Rasidin. She is the fourth children of Rasidin (Alm) and Nengsih Amini. She had studied at Elementary School number 01 Argamakmur for 6 years. Then, she had studied at

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She is a strong and careful woman in doing everything in her life. She wants to be a success woman in everything with the way is blessed by Almighty God.