

ABSTRACT

This research is about finding out which method is more effective in learning Past Tense between inductive and deductive methods. Felder (1993) says some students learn best through inductive, some learn best through deductive. Mastropieri, Scruggs, and Butcher (1997) concur and suggest that inductive-based activities for students with learning disabilities, without the supporting structure, will result in less effective concept development. The theories above tempted the writer to conduct this research in order to find out the fact himself.

The objective of this research is to find out whether or not there is a significant difference in students' Past Tense mastery between those taught through inductive and deductive methods. To achieve the objective, the writer conducted a quantitative research by applying true experimental pre-test and post-test control group design. Two classes were selected from the first year classes of SMPN 3 Bandar Lampung, one was a control class and the other was an experimental class. The data were collected by using a pre-test and a post-test. Then, they were analyzed by using Statistical Package for Social Sciences (SPSS) version 12.0. To know whether there was a difference in the students' Past Tense mastery, the data of the study was examined by using Independent Group t-test.

The result of this research shows that the first year students of SMPN 3 taught through inductive had higher scores in Past Tense than those taught through deductive method. The average score of the experimental class is 53.04 in the pre-test and 90.71 in the post-test, which made a 41.52% increase while the average score of the control class is 61.54 in the pre-test and 78.21 in the post-test, which made 21.37% increase. To sum up, there was 20.15% difference in the increase between the control class and the experimental class test results in which the experimental class had higher average score than the control class.

Considering the data obtained from the research, the writer would like to suggest that teachers of junior high schools should use inductive method more often than deductive method in teaching tenses, especially past tense as inductive method has been proven more effective.

Key words: Inductive method, deductive method, past tense.