

I. INTRODUCTION

A. Background of the Problem

English plays a very important role in this modern era. Most media in this globalization era use English. A lot of information provided is likely to be in English. Many good books to read are usually also in English. Not to mention, almost all office work is in touch with English, starting with computer typing up to paper-work writing. In other words, there is no doubt that English is a must to learn and master.

Nowadays, English is taught either formally or informally. Formally, it is taught at schools while informally, it is usually taught in courses. When learning a language, there are four skills need mastering. They are listening, speaking, reading and writing. In order to master the four skills, there is compulsion to have good mastery in grammar as well.

Grammar is the ways of how a language works. It also deals with the forms and structures of words with their customary arrangement in phrases and sentences and now often with language sounds and word meanings.

Based on the definitions of grammar above, it can be said that grammar plays not only an important role in a language, but also has an intrinsic value in it. According to the information obtained, many modern people are likely to be no longer willing to study grammar. They make an assumption that grammar is just a set of language rules that must be memorized. The process of which will create a very boring atmosphere of learning. This kind of thinking will, of course, mislead many people. However difficult the grammar is, it is a must to study it because one may judge one's mastery of a language by his / her grammar. This expression shows how important grammar is in English. If people are speaking with no grammar, it will raise confusion in listeners' minds. What makes things worse is that it could even lead to misunderstanding. For instance, "I am teaching" is different from "I am taught". "I am teaching" means I am the teacher and teaching at the moment of speaking, while "I am taught" means I am the student and another person teaches me something. That is grammar, a slight difference can change the entire meaning of the sentence.

Considering the facts that Indonesian high school students are very poor in understanding the concept of past tense and constructing sentences in past tense, the writer finds it necessary to teach past tense by means of narrative texts because narrative texts are likely to stimulate students' interest due to the interesting stories they have. The writer also used an inductive method in teaching past tense as it was different from the method used by the teacher which was a deductive method. The writer compared teaching by applying these two methods because both methods have advantages and disadvantages.

Felder (1993) characterizes inductive and deductive preferences as a learning style issue. Some students learn best through inductive, some learn best through deductive. Inductive learners like making observations and poring over data looking for patterns so they can infer larger principles. While deductive learners like to have the general principles identified and prefer to deduce the consequences and examples from them. These are often some learners who prefer structure in general.

From the example about resource partitioning described previously, one can see that the inductive method could potentially make for a messier lesson. Students may draw other meanings from the examples and data provided than what was intended by the instructor. The inductive method may also take more time and less efficient than a deductive method.

Bay (1990) found that in a controlled study of science achievement by students with mild handicaps, including learning disabilities, those students taught through inductive method showed better long-term retention of concepts than those taught through deductive method.

At the same time, open-ended inductive exercises may pose severe challenges for students with learning disabilities. Such students may have difficulty getting started, understanding their role in the exercise, and staying focused on the activity. In order for these students to succeed when engaged in inductive activities, it is essential that the instructor create clear guidelines for behavior,

provide explicit directions from the outset of the activity, and be prepared to offer extra guidance when necessary. 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.

These pros and cons, however, made the writer make up his mind to conduct this research and find out himself which of the methods is most suitable with most Indonesian primary students.

B. Identification of the Problem

The writer identifies the problems as follows:

- a. Teachers apply wrong methods in teaching Past Tense
- b. Teachers do not stimulate students' interest in learning Past Tense
- c. Students do not understand the concept of Past Tense
- d. Students are not able to make correct Past Tense sentences

C. Limitation of the Problem

The writer limits the problem as follows:

- a. Grammar taught was Past Tense
- b. The comparison in teaching Past Tense through inductive method and deductive method

D. Formulation of the Problem

The writer formulates the problem as follows: Is there any significant difference in students' Past Tense mastery between the students taught through inductive method and those taught through deductive method?

E. Objective of the Research

In relation with the formulation of the problem above, the objective of the research is to find out whether or not there is a significant difference in students' Past Tense mastery between the students taught through inductive method and those taught through deductive method.

F. Uses of the Research

The uses of the research are:

1. In theory, to see whether or not the result of this research supports previous theories of teaching through inductive method.
2. In practice, to find out whether or not teaching through inductive method can be more effectively applied in teaching Past Tense to the students of Junior High Schools.

G. Scope of the Research

The research was conducted at the first year class of SMPN 3 Bandar Lampung and focused on students' grammar ability in making past tense sentences by

means of narrative texts. The writer used parametric analysis that was by using repeated measures t-test. The research dealt with the comparison in teaching Past Tense through inductive method and through deductive method. The comparison was seen from the score differences between the pretest and posttest of the two classes taught through inductive and deductive methods.

H. Definition of Key Terms

1. Past Tense is the tense which is used to show an action or a situation which happens before the current time.
2. Past Tense mastery in this research is measured by the average scores gained by each class.
3. Inductive method is the method of teaching from specific to general, from the examples with sentences to the rules of grammar.
4. Deductive method is the method of teaching from general to specific, from the rules of grammar to the examples with sentences.
5. Comparative study means comparing two average scores of past tense mastery between the students taught through inductive method and those taught through deductive method.