ABSTRACT

THE COMPARISON BETWEEN BLENDED DEDUCTIVE INDUCTIVE AND INDUCTIVE DEDUCTIVE TECHNIQUES TO IMPROVE THE SECOND GRADE STUDENT'S ACHIEVEMENT OF TENSES AT MTS GUPPI NATAR

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This current study aims (1) to find out the significant difference of both blended deductive-inductive and inductive – deductive models of learning on the students' achievement of the Simple Present Tense, (2) To find out the significant difference in perception between students with different levels of proficiency in the two classes. The sample of this study was the eighth-grade students at MTs GUPPI Natar. There are 36 students in the experiment class 1 and 36 students in the experiment class 2. The first experimental class was taught by blended inductive deductive and the second experimental class was taught by blended deductive inductive. The study employed a quantitative research design. The data were collected using pretest, posttest and questionnaire. Independent sample t-test and paired sample t-test were used to analyze the data.

The first finding shows that there is an improvement of grammar achievement in simple present tense in both experimental classes. The first experimental class 1 got the higher mean compared to experimental class 2 in grammar achievement. The second finding reveals that the students with different levels of proficiency in experimental class 1 and experimental class 2 have a positive perception toward the implementation of blended learning. Hence, it makes sense that applying blended learning can enhance students' grammar achievement. But it is suggested for further researcher to design the activities to engage the students to be more confident and active using the target language.

Keywords: Blended Learning, Inductive, Deductive, Students' Perception.