

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

**A Thesis**

**By**

*Asteria Eka Prasasty*



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2023**

**ABSTRACT****THE COMPARISON BETWEEN BLENDED DEDUCTIVE INDUCTIVE  
AND INDUCTIVE DEDUCTIVE TECHNIQUES TO IMPROVE  
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OF TENSES AT MTS GUPPI NATAR****BY****Asteria Eka Prasasty**

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.*

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*Asteria Eka Prasasty*

**A Thesis**

**Submitted in a partial fulfilment of  
the requirements for S-2 Degree  
in**

**Master English Education Study Program  
Language and Arts Education Department  
of Teacher Training and Education Faculty**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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BANDAR LAMPUNG  
2023**



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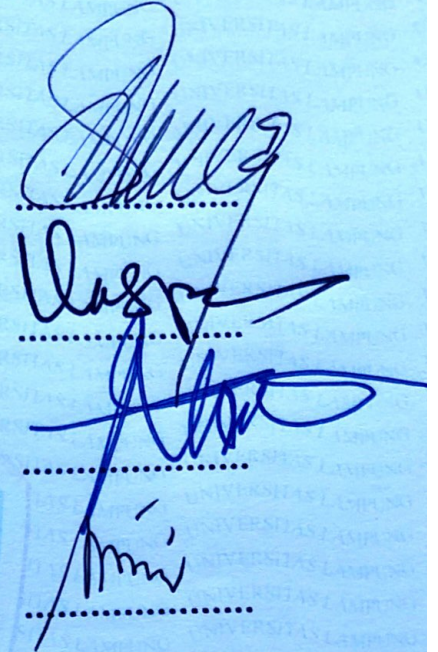
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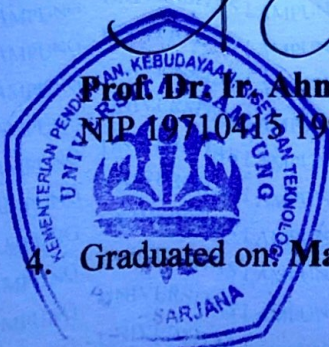


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## **CURRUCULUM VITAE**

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## DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to :

- My beloved parents, Drs. Sukardi and Dra. Ely Repliyati. Every challenging work need self-effort as well as guidance of elders especially those who were very close, whose affection, love, encouragement, and prays of day and night make me able to get such success and honor.
- My beloved husband, Doni Saputra, who always gives me support in my life.
- My awesome boys, M. Rasyid Ikhsan Saputra and M. Irsyad Alhafiz Saputra, who always gives their warm hug to me, I love you both, so much.
- My beloved sisters and brother.
- My Almamater, Lampung University.



**MOTTO**

A great pleasure in life is doing what people say you cannot do

**(Walter Bagehot)**

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, March 31<sup>st</sup> 2023

The Writer

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## **I. INTRODUCTION**

This chapter describes the background of the problem that includes the reason for conducting the research which is to find out the effect of blended deductive inductive and inductive deductive approach in teaching tenses for junior high school students. This chapter also describes formulation of the study, purposes of the study, significance of the study, scope of the study, and definition of terms.

### **1.1. Background of the Study**

In the EFL (English as a foreign language) context, knowledge of grammar, particularly tense, is considered to be the most difficult part for non-native learners to master properly, especially for Junior High school students. Grammar is an important thing in language learning. Thus, language learning cannot be separated from grammar. Long and Richards (1987) added that it cannot be ignored that grammar plays a central role in the four language skills to establish communicative tasks. In the context of language teaching, grammar is a key component of language. Grammar is important because it is the system and the rules that make someone possible to use the language. Doff (2000) said that by learning grammar students can express meanings in the form of phrases, clauses and sentences. However, unfortunately, there is no similar grammatical rule between Bahasa Indonesia and English. It becomes a big problem for Indonesian students in English language learning.

The method mostly used by the teacher in teaching grammar is telling the students about the rule and the pattern, then drilling them with a lot of questions with a lack of context. As the result, students know the pattern but they don't know when and how to use it. This statement is in line with the previous research (Ana & Ratminingsih, 2012; Arifin, 2016; Rusdi & Hafid, 2016; Wiwoho, 2016; Yunita, 2016) stated that in Indonesia, grammar rules are generally taught deductively. In fact, the main goal of teaching grammar is to enable learners to achieve linguistic competence to use grammar as a tool or resource for understanding and producing efficient, effective and proper oral and written discourse.

Every language around the world has a unique grammar rule. English grammar is very difficult to learn for both second and foreign language students. At the same time, grammar is not the favourite part of learning a language from most learners' points of view. With so many incomprehensible rules and exceptions, the teacher has to think about which approach is best to teach grammar to their students. Many factors influence language learning and the approach that is used by the teacher plays a significant role in this process. In teaching and learning grammar, there are several choices of methods used by the teacher to achieve the goal. Accordingly, there is much debate among teachers about which method is appropriate for the level of students.

Over the years, there has been an on-going argument among English teachers about the best approach to teach grammar. Some teachers believe in applying Deductive approach whereas some of them agree with the implementation of Inductive approach in English classroom. Deductive and Inductive are two main approaches which are largely used by English teachers in school. Some English teachers argue



which of the two approaches provides great implications for the students to use in teaching grammar in English language classrooms. Some students understand better in deductive language classes but some achieve better in inductive language classes. Learners expect to be told the rule before examining its application.

The common opinion suggests that the deductive approach is one of the approaches that cater to low students and the common opinion also believes that the Inductive approach is applicable to higher proficiency level students. However, Thornbury, S. (1999) suggests that learning grammar may be better if it involves analysis and memorization. Many kinds of research have been done comparing which approach is better between inductive and deductive, but no research combines the two approaches and applies them to two models of learning. In the present study, the researcher tries to integrate the two main approaches to teach grammar into two models of learning which are inductive deductive and deductive inductive. The inductive and deductive approaches have their own weaknesses and strength. Therefore, the researcher believes that discovering the effect of combining both deductive and inductive approaches is necessary to give the students a better understanding in learning the Simple Present Tense.

Why the researcher chooses the Simple Present Tense as the material being taught in this research because based on the previous observation, the researcher found that the students got difficulties understanding the use of s or -es after the verb in verbal sentences. This problem was in line with the research done by (Rafik-Galea, 2013), who said that language learners seem to have difficulty mastering the use of verbs for the third person pronoun (he, she, it) due to first language (L1) interference. Based on this reason, the researcher decided to focus on verbal

sentences in Simple Present Tense. Furthermore, the simple present tense is actually taught in the second semester of the seventh grade of MTs GUPPI Natar. The use of blended learning deductive inductive and deductive inductive is expected to increase students' willingness to learn tenses.

In the area of the approach used in language learning have posited that there is a close relationship between the approach used in the classroom and students' level of proficiency. According to Rubin (1975), good language learners take advantage of all practice opportunities; they have a strong desire to communicate, they are not inhibited, they practice, they monitor their own and the speech of others and they attend to meaning. Rubin also noted that such characteristics depend on a number of variables that vary with every individual. On the other hand, poor, ineffective, unsuccessful, or low-achieving learners are learners who fail to learn or move relatively slowly through an English program (Vann & Abraham, 1990). The use of the approach in language learning can help the learner to be successful, and it is a factor that differentiates high from low achievement.

Few studies have been conducted in EFL learning in Indonesia regarding the perception of the implementation of blended learning (Pardede, 2011; Nazara & Wardiningsih, 2016; Maudra, 2018). Due to the great findings of the effectiveness of blended learning from the language researchers, it is necessary to investigate what the perceptions of the learners are in this modern teaching mode. Basioudis et al., (2012) argue that the perception of the learners is influential in the implementation of blended learning to highlight their active participation. From the statements above, the researcher was interested to know students' perceptions

toward the implementing Blended Learning deductive inductive and inductive deductive in English Language teaching at MTs GUPPI Natar.

The purpose of this study is to teach tenses (simple present tense) by using blended learning deductive inductive and inductive deductive and to know students' perceptions in different levels of proficiency about blended learning.

### **1.2. Limitation of the problem**

The purposes of this study are to find out the significant difference between the students after being taught by using a blended deductive inductive and inductive deductive approach, and to know the students' perception in different levels of proficiency about blended learning. With the application of the approaches, the findings can provide benefits for the students and the teacher of junior high school at MTs GUPPI Natar. The study also determines whether teaching tenses through blended learning are suitable for junior high school students based on students' perceptions.

### **1.3. Formulation of the Research Question**

Based on the research background above, this research can be formulated in the following question:

1. Is there any significant difference between students' achievement of the simple present tense after being taught using blended inductive deductive and blended deductive inductive?
2. Is there any significant difference in perception between students with different levels of proficiency in the two classes?

#### **1.4. Objectives of the Research**

In relation to the statement of the problem above, the objectives of this research are determined as follows:

1. To find out the significant difference between both blended deductive inductive and inductive deductive models of learning on the student's 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.

#### **1.5 Uses of the research**

The researcher hoped that the research of integrating inductive and deductive approaches to teach the simple present tense is able to improve students' grammar mastery and be beneficial for the researcher, teacher, and students. This study was expected to give some benefits as follows:

##### **1. Theoretically**

The findings of the study gave information of new knowledge about integrating inductive and deductive approaches to improve students' grammar mastery of the simple present tense.

##### **2. Practically**

###### **a. The student**

By using a blended deductive inductive and inductive deductive approaches in teaching Simple Present Tense, hopefully the student's grammar skills can be



improved, so that the students can communicate using English accurately, and communicatively.

b. The Teacher

It was useful for English teachers to improve their teaching strategy so that the students can comprehend the materials and get involved in the teaching and learning process, especially in learning grammar. English teachers were also able to innovatively create interesting grammar activities.

c. The Reader

It gave some information for the reader about teaching grammar and how to improve students' grammar skills in teaching and learning process.

d. The Writer

She got additional experience and knowledge of teaching and learning in the classroom for the future. She also got new experience in doing research and working together with other people.

### **1.6. Scope of the Research**

The scope of this study focused on applying a blended deductive inductive and inductive deductive approaches in teaching Simple Present Tense and to determine the perception of the students in different levels of proficiency about blended learning. The data were taken from eighth grade students of MTs GUPPI Natar.

### 1.7. Definition of Terms

In order to avoid misunderstanding, the following terms are defined as follow:

1. Deductive

Deductive could be defined as a teaching approach where the teachers provide inputs or rules before giving examples to the students for discussion. Students learned the rule and apply it after the rule had been outlined. Then, the application of students' understanding in practices using structure followed.

2. Inductive

Inductive can be defined as a teaching approach where the students interpret the specific challenge or inputs being exposed by the teacher. Then, based on the examples provided by the teacher, students applied their previous knowledge to analyze the examples and formulate the rules based on their interpretation of the examples.

3. Grammar

Grammar is one of the aspects of language which especially concerns with the combination and order of words into sentences using appropriate rules. It checks the language from being deviated and makes languages understandable and meaningful.

4. Blended Learning

Blended learning is defined and implemented in multiple ways. Blended learning is a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery.

## **II. LITERATURE REVIEW**

This chapter presents the previous research and the theories related to the research. It covers a number of aspects, such as review of related literature. This chapter reviews the related literature about definition of Approach, Inductive Approach, Deductive Approach, Grammar, high and low achiever students.

### **2.1. Review of Previous Research**

Researchers in the field of teaching grammar through deductive and inductive approach have provided varied perspective about which approaches are more effective. Learners can achieve an understanding of a grammar rule basically through deductive or rule-driven path and an inductive, or rule-discovery path. Hidayat (2017) in his research entitled “Exploring Inductive Grammar Teaching: English Teacher Perspectives” was explore the role of inductive grammar teaching toward specific grammatical structure, i.e. the second conditional or the unreal/hypothetical conditional. In light of this, ten English teachers were involved in this study, providing beneficial feedback through their experience in English language teaching. They were given two sessions of inductive grammar teaching, and were asked to engage with the lessons and provide feedback. The results showed that inductive grammar teaching possessed its strengths and weaknesses. One of the strengths was its ability in engaging more active participation from the

students. However, a notable weakness was in terms of its lack of opportunities in explicit grammatical explanation.

Next, Suryani (2012) has done the research to identify the most effective method to be applied to students who are weak in mastering Adverbs of Frequency. In addition, the study is to identify students' perceptions of two methods of teaching grammar which are inductive and deductive. Sixty students with low marks in PMR trial exam were chosen. Students are then divided into two classes for the treatment of two different methods of teaching grammar. The instruments used to obtain the data are pre-test, post-test and questionnaires. The findings showed that both groups of students who receive the inductive and deductive teaching had shown improvement in performance, but the inductive group showed a higher margin of improvement compared to deductive.

(Trika Adi Ana & Ratminingsih, 2012) stated that EFL teachers should not merely teach their learners to be able to remember the grammatical rules of English, but more importantly they also have to guide the learners to understand those rules and make them able to use those rules communicatively. They have done the research in introducing an innovative strategy for teaching English tenses for adult learners. This innovative strategy combines deductive and inductive approaches. It starts with deductive approach and then will be followed by inductive approach. The deductive approach is applied in order to make the learners remember the rules of English tenses, while the inductive approach is conducted to make the learners understand and able to use them communicatively.



## **2.2 Theory of Grammar**

### **2.2.1 Definition of Grammar**

Grammar is the system of language. People sometimes describe grammar as the “rules” of a language. The word grammar has several meanings and descriptions according to experts. Different experts define the term grammar differently. Harmer (2007) defines the term grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Whereas Cook and Suter (1980) stated that grammar is a set of rules by which people speak or write. Grammar is a rule in a language for changing the form of words and combining them into sentence. It means that grammar is a rule that use by people in spoken or written language.

When teaching a language, teachers actually have two purposes; insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is the ability to speak with correct grammar rules, such as the use of verb forms correctly, phrasal verbs, prepositions, etc. In order to use the language properly, the students should know the grammar of the target language. According to Ur (1991) grammar does not only affect how units of language are combined in order to “look right”, it also affects their meaning. Supporting his opinion, Knapp and Megan (2005), state that Grammar means giving consideration to how the English language is put together (as cited in yuliwati, 2018, p.1). A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text.

### **2.2.2. Types of Grammar**

Some linguists have their own perspective about different varieties of grammar.

That is, different ways of describing and analysing the structures and functions of language. According to Yule (1985), there are three types of grammar. Those are:

a. Mental Grammar Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill)

b. Linguistic Etiquette Linguistic Etiquette is the identification of the proper or best structures to be used in a language.

c. Traditional Grammar Traditional Grammar involves the analysis study of the structures found in a language.

The successful of teaching grammar, can be supported by the approach being used in classroom activity. The definition of approach can be seen bellow.

### **2.3. Approach**

Approach is a set of correlative assumption dealing with the nature of language teaching and learning. It described the nature of the subject matter to be taught.

Approach is different with method and technique. Method is an overall plan for the orderly presentation of the material. While, technique is the implementation that which actually take place in the classroom. Richard and Rodgers (1963) defined that technique must be consistent with a method, and therefore in harmony with an approach. In short, according to Antony's model, approach is in the level of assumption and belief about language teaching and learning.

In case of teaching grammar, there are two basic ways to introduce a new grammatical item, deductively and inductively. In Deductive approach, the teacher presents the grammar rule first and then asked the students to practice the rule based on the explanation given by the teacher. While in Inductive approach, the teacher presents the example of the language rule first, then the students should make generalization about the grammatical rule.

#### **2.4. Two Core Approaches in Grammar Presentation**

in teaching grammar, there are two approaches that can be applied: deductive and inductive. In this section, I would like to briefly highlight the two, and then linked the both approaches.

##### **2.4.1. Inductive Approach**

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

There are some arguments about the leaning of inductive approach. According to Thornbury, inductive approach is generalizing the rule discovered by students. The one who is generalizing the formula or the rule is student, guided by teacher's help. His argument shows that students are expected to increase their autonomy. While, Moutone state that by using inductive approach, teachers give the example of the patterns and guide students to identify the concept rule of the patterns. Also, Allen and Valette (1997) added, after giving the examples at the first presentation, the

students practice the form in sentences and they are guided to generalize the grammatical point in structure that the teacher had given.

In inductive approach, the teacher gives students the material and lets students draw their own conclusions from the material. The students notice how the concept is used and figure out and then verbalize the rule. It means that the inductive technique starts the learning process with the interest and challenges of people and moves toward an understanding of general principles that may provide a basis for solving other problems in similar circumstances.

When taught inductively, the students observe a number of specific instances and they infer a general principle or concept. In the case of pedagogical grammar, inductive approach suggests that 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. Inductive approach makes use of student “noticing”. Instead of explaining a given concept and following this explanation with examples, the teacher presents with many examples showing how the concept is used. The intent is for students to “notice”, by way of the examples, how the concept works. The more interesting an activity of inductive technique is, the easier to get students’ focusing and involving in the lesson.

The inductive approach is also effective for developing perceptual and observational skills. Students not only learn content but they also learn how to analyse the grammar rules. It can be concluded that using inductive technique in

teaching grammar either teacher states the rule to the students or students identify the rule by themselves.

- **Procedures of Inductive Approach**

Inductive presentation of grammar follows some general patterns. The teacher presents the examples, oral or written, and generalization the rule that grows out from the previous activity.

According to Allen and Valette, there are three steps of implementation in teaching grammar inductively:

- a. The examples' presentation

When teachers use inductive instruction in teaching grammar, they should give the examples at the first time before giving the formula or rule. They give some examples that make sense or contextual in order to make students can understand that matter easily.

- b. Oral or written practice

After teachers give the examples of the pattern that they teach at that time, students practice to make other examples of the pattern that they learn.

- c. Identifying the rule of pattern

It can be teachers that state the rule and guide their students in identifying the rule, or students can formulate the rule by themselves.

Here is the example of teaching simple present tense by using inductive instruction:

I eat bread. (Subject + Verb1 + Object)

You eat bread. (Subject + Verb1 + Object)

We eat bread. (Subject + Verb1 + Object)

They eat bread. (Subject + Verb1 + Object)

He eats bread. (Subject + Verb1(s) + Object)

She eats bread. (Subject + Verb1(s) + Object)

- **The Advantages and Disadvantages of Teaching Inductively**

Thornbury stated that there are some of advantages and disadvantages in teaching grammar inductively:

a. Advantages:

- 1) Using inductive instruction makes rules become more meaningful, memorable, and serviceable.
- 2) Using inductive instruction can ensure students' cognitive depth, i.e. in memorizing.
- 3) Students become more active in teaching and learning process.
- 4) Inductive instruction is suggested for students who like challenging activity as pattern recognition and problem solving.
- 5) Inductive instruction makes extra language practices if can be done collaboratively and in target language.
- 6) Inductive instruction prepares students' autonomy.

b. Disadvantages:

- 1) Using inductive instruction can spend more time in teaching and learning process.
- 2) The time spent can make less practice for the students to make other examples of the pattern.
- 3) Students can be wrong if identifying the rule without guidance by their teachers.

4) Inductive instruction can place heavy demands in planning lesson for teachers.

5) Inductive instruction can frustrate students who prefer like to be told the rule.

### **2.4.2. Deductive Instruction**

- **The Concept of Deductive Instruction**

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Deductive teaching is a traditional approach in which information about target language and rules are explained at the beginning of the class and followed by the example. The principles of this approach are generally used in the class where the main goal is to teach grammar structure. Thornbury (1986) stated that deductive instruction is adopted since GTM (Grammar Translation Method) used. In GTM, grammar is taught deductively. Deductive instruction is also called as rule-driven learning or explicit instruction.

In the case of the application of the deductive approach, therefore, Michael Swan (cited in Thornbury, 1999) outlines some guidelines for when the rule is presented.

Among them are:

1. the rules should be true;
2. the rules should show clearly what limits are on the use of a given form ;
3. the rules need to be clear;
4. the rules ought to be simple;



5. the rules needs to make use of concepts already familiar to the learners; and
6. the rules ought to be relevant.

Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow learners to have a chance to personalize the rule.

- **Procedure of Deductive Instruction in Teaching Simple Present Tense**

Allen and Valette (1977) stated that there are three steps of teaching grammar deductively:

- a. Statement of the rule or pattern

At the first presentation, teachers state the rule or the pattern that they want to teach to their students. It can be written or oral.

- b. Imitation of the sentence that teachers give in example

After teachers state the rule and give the examples in a sentence, students make the other sentence by themselves which is based on the rule that teachers stated.

- c. Practice the new pattern

When understanding the pattern or rule, students are expected to do more practice about that new pattern. Therefore, they can memorize the rule and easy to make sentences in written or oral.

The rule is given first in the examples of the simple present that are taught deductively:

the formula

Subject + Verb1 (s/es) + Object

Then teacher explains about the rule: what are subject, verb, and object. And he gives the examples, for instance:

I drive a car.  
 He drives a car.  
 You drive a car.  
 She drives a car.  
 We drive cars.  
 They drive cars.

On the other hand, students have to remember the rule of simple present tense to practice their writing in the exercises.

- **The Advantages and Disadvantages of Teaching Grammar Deductively**

Thornbury (1999) stated that there are some of advantages and disadvantages in teaching grammar deductively:

a. Advantages:

- 1) Deductive instruction can save teachers' time in teaching because it gets straight to the point.
- 2) For adult students, deductive instruction respects their intelligence and maturity, also admits their language acquisition of cognitive process' role.
- 3) For the students who have an analytical learning style, it confirms their expectation about teaching and learning process in classroom.
- 4) Using deductive instruction makes teacher easier in explaining language points that he/she wants to teach.

b. Disadvantages:

- 1) Using deductive instruction make students – especially young students – difficult to understand the concept of grammatical matter that their teacher explains to them. It caused of not having knowledge of grammar terminology.

- 2) Using deductive instruction caused teaching and learning process become teacher-centered. The teacher is more active than his/her students in class.
- 3) In using deductive instruction, rare of students that can memorize the explanation of their teacher's presentation.
- 4) Using deductive instruction can judge that learning a language just about knows the rules.

Deductive and inductive approach are two main approaches in teaching grammar. They have their own strength and weaknesses. That's why in this research the writer tries to integrate these two main approaches of grammar teaching into two models of learning. Blended learning is used to get better understanding of grammar mastery.

### **2.5. Definition of Blended Learning**

Blended consist of two words, blended (mix) and Learning (studying). Like many advances in educational practice, blended learning is defined and implemented in multiple ways. As more and more educators and institutions use it, many different meanings have evolved. Singh and Reed (2001) define blended learning as “a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery” According to Reay (2001), blended learning is a blend of online and face-to-face instruction.

Although there are a wide variety of definitions of blended learning, most of the definitions in the literature are just variations of a few common themes. Based on literature review, Graham, Allen, and Ure, (as cited in Bonk and Graham (2003, p.4) found three most commonly mentioned definitions of blended learning: (1) blending instructional modalities (or delivery media), (2) blending instructional methods, and (3) blending online and face-to-face instruction. In this regard, combining 2 models of learning together with the use of technology in the same time is essentially a blended learning, because it blends information and technology applications with face-to-face teaching and learning.

The application of blended learning does essentially not reject face to face learning, but rather enhance its possibilities. Let's illustrate this using the following scenario. In the classroom, the teacher uses the main materials (slides and texts) in printing. The teacher then asks the students to access additional materials from certain Internet links. Blended learning is a new thing for students in rural area. Students' perception is important to know whether blended learning is suitable or not for them. Bellow are the steps of blended learning used by the researcher.

### **2.1. Procedure of blended inductive deductive and deductive inductive**

<b>BLENDED INDUCTIVE DEDUCTIVE</b>	<b>BLENDED DEDUCTIVE INDUCTIVE</b>
1. The examples' presentation (inductive)	1. explaining the rule or pattern (deductive)
2. Oral or written practice (inductive)	2. relating the example with the pattern (deductive)
3. Discussion (deductive)	3. imitating the sentence that teacher give in the example(deductive).
4. Identifying the rule of pattern by the students (inductive)	4. identifying the different use of verb (inductive)
5. Explanation by the teacher (deductive)	5. Communicative task (inductive)
6. making a conclusion (inductive deductive)	6. making a conclusion (inductive deductive)

It can be seen from the table above that in blended inductive deductive almost all activities are done by the students, the teacher's task is only as a facilitator to guide the process of teaching and learning in the right path. In this technique the students are asked to activate their critical thinking to formulate their own formula about the simple present tense. Therefore, the teaching and learning processes in blended deductive and inductive learning begin with the teacher's explanation. The students are still given communicative tasks, but they did not formulate the pattern on their own.

## **2.6. Concept of Perception**

Perception from the Latin perceptio, percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the ability to see, hear, or become aware of something through the sense, the way in which something is regarded, understood, or interpreted (Oxford Dictionary, 2016). According to Robbins and Judge (2013) perception is a process in which individuals interpret and organize their sensory impression in order to give meaning to their environment. The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain.

The same information can be interpreted in different way by different people. Robin and Judge (2013) there are three dimensions of perception, such as perceiver, target, and situation. Thus, perception is a process of response to a stimulus which can be influenced by someone experience.

Furthermore, evaluating the teaching technique used in the classroom can help the teacher to know whether the technique is acceptable or not. Enjoyment can be on of the parameter to know if the technique used in classroom is acceptable. Enjoyment can be defined as the pleasure feeling when someone participate in classroom activity. According to Shansan (2022) L2 enjoyment as positive emotions that language learner experiences in the process of learning. In this research students' perception is gather to know the effectiveness of blended learning used in the classroom activity.

From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things and objects, the sensations refer to.

### **2.7. Relating deductive and inductive approaches to SLA theory**

Deductive and inductive approaches relate to learning and acquisition in SLA theory. Firstly, the deductive approach is related to the conscious learning process in which this approach tries to place a great emphasis on error correction and the presentation of explicit rules (Krashen, 2002). Such an approach is applied for the reason that it is an efficient and elegant way to organize and present the rule that is already understood. The deductive approach is often used with adult learners.

Through the deductive approach, a teacher tries to teach the rule explicitly to the learners so that they are ready to cope with exercises given. The explicit rule presentation can enhance the learners' confidence in doing certain tasks. To be successful in applying the approach, the teacher needs to provide numerous exercises.

Secondly, the inductive approach relates to subconscious learning processes similar to the concept of language acquisition. According to this approach, learners learn the system of language (for example, grammar or sentence rules) in the same way as children acquire their first or second language. In this regard, meaningful interaction in the target language (that is, natural communication) is more important than the form of the language. For this reason, error correction and explicit teaching of the rule are de-emphasized. Most importantly, utterances are easily understood. In other words, when the inductive approach is applied, the learners learn the rule unconsciously. Adapted from Krashen's acquisition/learning hypothesis (1987, 2002), two approaches – deductive and inductive as listed in bellow.

**Table 2.2. Relationship of deductive and inductive approaches to Krashen's (1987, 2002) theory**

Deductive	Inductive
Learn the rule in the context of formal instruction	Learn the rule as a child acquires her/his first or second language
Know about the rule	"Pick up" the rule
Learn the rule consciously	Learn the rule subconsciously
Learn the rule explicitly	Learn the rule implicitly

Of the two approaches above, which is best? This question relates to a long-standing debate among language teachers in the context of EFL/ESL, since the two have their own significances for particular learner progress. For example, a study of various language learners shows that some learners achieve better in deductive



language classes; on the other hand, others perform better in more inductive classes. This difference in cognitive styles may be associated with different neurological mechanisms in learners (Eisenstein, 1987). Whether grammatical rules are taught inductively or deductively relies upon certain structures, since some are more amenable to a deductive approach, while others can be learned very well by an inductive approach. To sum up, both deductive and inductive presentations can successfully be applied depending on the cognitive style of the learner and the language structure presented.

Students with different level of proficiency may be choose different models of learning in classroom activity. In order to decide which approach are suitable for low and high achiever students, we should know what is low and high achiever students are. Below is the explanation about low and high achiever students.

### **2.8. Low and High Achiever Students**

There is not a single factor that accounts for low performance but an accumulation of variables over time that hinders achievement. Many factors cause learners to be low or high achievers; such factors can be physiological or psychological, which might be multidimensional in nature (Chakrabarty & Saha, 2014). Low achievers are commonly seen as less proficient, less effective, or unsuccessful learners; they are usually categorized as learners who obtain a low grade on an exam or a course. Unsuccessful learners as learners who move relatively slowly through an intensive English program. Similarly, Wen and Johnson (1997) defined low achievers as learners who spend more time learning English and with lower scores. The slow

motion through a course that Van, Abraham, and Wen explain in their definitions of low achievers can lead the learner to quit before reaching their learning goal. That is, they are less likely to complete a language course. However, slow progress in a language course does not define a low achiever. A learner can have slow progress, yet he or she can still be learning.

Normazidah, Koo, and Hazita (2012) outlined the characteristics of low achievers. They state that low achievers see English as a difficult subject to learn. They depend on the teacher as an authority; they lack support to use English in an environment outside the classroom; they lack exposure to the target language; they have a limitation of vocabulary, and they lack the motivation to learn English, which causes a negative attitude towards the learning of English. regarding low achievers seems to comprehend, mostly, individual attitudes and motivation towards language learning. That is, with the correct spur of motivation, learners can look for ways to expose themselves to language, ways to increase their vocabulary, and take a proactive attitude towards learning. Alderman (2008) points out that poor performance comes from a lack of motivation, effort, and effective learning strategies. Chang (2010) offered a more simplistic factor to low achievement; she explained that some of the weaknesses in language learning come from learners' attitudes to learning such as laziness. Although it cannot be generalized, laziness can be derived from a poor motivation to invest effort in activities, and it can be caused by the perception learners have of their learning experience; for instance, boredom, unwillingness to work, or unattractiveness to what they are doing. Thus, high achievement does not only come from high strategy use but from attitude, motivation, and perceptions or behaviours in learning.

Taking the initiative to pursue goals rather than remain passive and expecting teachers to provide all learning is necessary for language learning. Early research conducted by Rubin (1975) explained that good language learners take responsibility for their own learning. That is, they take the initiative in terms of what they want to learn which is decisive in being successful. One thing that seems to be increasingly clear is that, across learning contexts, those learners who are proactive in their pursuit of language learning appear to learn best. Being in control of what learners want to learn can give them the chance to take advantage of the opportunities readily available, therefore, deploy more and varied learning approach to reach their goals. Learners' proactive behaviour can help them become self-regulated, autonomous, and motivated learners, which, in turn, will lead them to use different methods and adopt different behaviours in language learning.

Findings have postulated that high and low achievers use different types of strategies and at different frequency rates. For example, Zewdie (2015) compared the language learning strategy use among high and low achievers. He discovered that both high and low achievers use similar types of strategies. The difference he found was in the time they invest for studying. He stated that high achievers spend time more wisely; that is, they invest and manage their time in a strategic way.

Low and high achievers differ in many aspects; however, both types of learners need to respond to their current learning situation and manage their learning in the most accurate way. High and low achievers can be similar in other ways; for example, the fact that they use learning strategies. Whether they are strategies from their strategy repertoire or strategies that they can deploy at the moment of facing

a new task, both types of learners use mechanisms to help them in the language learning process.

### **2.9. Theoretical Assumption**

In this research, the theoretical assumption is that by integrating deductive and inductive approach in teaching Simple Present Tense can enhance students' grammar mastery because this requires students to draw their own conclusions from the examples provided. Students are expected to gain a better understanding of the materials being taught as a result of this activity. It also can be one of the techniques for the teachers to maintain their class in language learning. The researcher has also created a clear and detailed lesson plan to teach grammar in the classroom using blended deductive inductive and inductive deductive, specifically for eighth grade students at MTs GUPPI Natar, in order to provide clear instructions on how to implement this technique in the classroom. The data will be taken from pre-test, post-test, and questionnaire.

### **III. RESEARCH METHOD**

This chapter presents the method used in this study. The research design, the research setting and subject, the research procedure, the data collecting technique, research instruments, and data analysis techniques are explained below.

#### **3.1. Setting (Time and Place)**

The study was conducted in MTs GUPPI Natar. It is located in Jl. Lintas Sumatra No.117 A Natar, Lampung Selatan. The study conducted in this school because firstly, based on the observation; it was found that students' Grammar mastery are still low, and the researcher is also a teacher at that school. When she taught there, she found that the students grammar scores were common or standard. They look confused when they have the task given by the teacher.

The focus of this study is to know the effect after applying blended deductive inductive and Inductive deductive approach to teach Simple Present Tense in form of verbal sentence and oral vocabularies. This study will be conducted in the first semester in the academic year of 2021/2022. The schedule of conducting the study is suited with the schedule of English subject of the target class.

#### **3.2. Research Participants**

In this research, the population was the students of MTs GUPPI Natar, grade VIII academic year 2021/2022. There are four classes, VIII A, VIII B, VIII C and VIII

D, each class has twice meeting a week for the English subject. The participant of this research were VIII A and VIII B. The test consisted of 5 fill in the blank, 5 jumble words and 10 multiple choice items. Therefore, pretest score of the grammar achievement test defined categories of learners.

### **3.3. Research Design**

This study employed quantitative research to answer the research questions. It intended to find out (1) the significant difference of both blended deductive-inductive and inductive – deductive models of learning on the students' achievement of the Simple Present Tense, and to find out (2) the significant difference in perception between students with different levels of proficiency in the two classes. To answer the first research questions, the pre and post-test were implemented. In scoring the test, the researcher used the concept of scoring point for grammar test from Bachman and Palmer (1996). Meanwhile, to answer the second research question, the researcher implemented the questionnaire adapted by Gentry and Gable (2001) about the perception.

This research observed more than two variables so the design is 2x2 factorial design, according to Hatch & Farhady (1982) states that factorial design is used where more than one independent variables and a dependent variable is considered, and the variables might have one or many levels.

In this research, there were two independent variables and one dependent variable. Each independent variable has two levels: the first independent variable is teaching technique which has two kinds of technique (blended inductive-deductive and blended deductive inductive Technique); the second is independent variable is the students' proficiency which has two levels (low and high proficiency); for

dependent variable is students' achievement of simple present tense. Therefore, this study used two experimental groups. The first experimental class was taught by using blended inductive-deductive technique and the second experimental class was taught by using blended deductive inductive.

To determine the increase of students' achievement based on the result of the pretest and posttest, the data was analyzed by using the Independent Sample t-test and Two Way Anova. Independent Sample t-test is used to compare "mean" from two different groups. Besides, the Two Way Anova is used because the research have two variables that were compared, and each variable has two levels.

Concerning those explanations above, the analysis of the data was retrieved through a 2x2 factorial design in which two independent variables are the type of techniques in teaching simple present tense and the proficiency level of the students.

**Table 3.1. Research Design in the Table**

Variable Technique (A)		Techniques	
		Blended Inductive- Deductive (A1)	Blended Deductive Inductive (A2)
Anxiety level (B)	High proficiency (B1)	A1B1	A2B1
	Low proficiency (B2)	A1B2	A2B2

The design showed that there are two experimental classes. Both classes consisted of two different level of proficiency, they are high and low level of proficiency. The first experimental class was taught through the blended inductive-deductive technique and the second experimental class was taught through blended deductive inductive technique. The posttest was administered after the treatments to find out the difference in students' achievement of simple present tense to both proficiency level



in each class. The posttest is given to measure how far the improvement of their achievement after applying those treatments.

In addition, this study took two classes; all of the classes were experimental classes. Experimental class 1 was taught using blended inductive-deductive, and experimental class 2 was taught using blended deductive-inductive. The researcher gave the pre-test to the students to see their grammar achievement before getting treatment and to decide the students' level of proficiency. In contrast, post-test and questionnaires were given to the students to see their grammar achievement and their perception after getting a treatment.

The method of this research was quantitative method. According to Creswell (2002) claimed that quantitative research is where the investigator presents detailed information about the specific results of the descriptive and inferential statistical analyses.

### **3.4 Population and Sample of the Research**

#### **3.4.1 Population**

A population can be defined as the whole subjects of the research. Setiyadi (2018) states research population is all individuals which are being targeted in research. Population, in other words, is the groups of interest to the researcher, the group to whom the researcher would like to generalize the results of the study.

Arikunto (2002) argues if the population of the research less than 100 participant, it is better to take all the population becomes the sample, if the population is more than 100 numbers, the researcher can take around 10%-15% or 20%-25% or 50% of them. It means that if the total population is more than 100, the researcher is not

available to analysis all the data. Thus, the researcher used total sampling to collect the data sample.

According to Sugiyono (2008), the total sampling is a technique to collect the data which is the total number sample is similar with the total population, it is also used if the population of a study is not too large. Since the total of students at eight grade of MTs GUPPI Natar were 76 students and it was less than 100 in number, the researcher selected all the population as the sample for this study. Thus, the total of population became the sample of this current research.

### **3.4.2 Sample**

Kothari (2004) states that sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample.

The sample of this research for RQ 1 was all the eighth-grade students at MTs GUPPI Natar in the academic year of 2021/2022 which consisted of 76 students aged fourteen until fifteen years old. The total numbers of female students were 44 students and the male students were 32 students. To answer research question number 2, the researcher only used the 10 high achiever students and 10 low achiever students from each class. The researcher decided the level of proficiency based on the pretest score, the students in top 10 and 10 students in the lowest score. The researcher simply chose the ten lowest and highest students to emphasize the stark difference between the two.

Furthermore, all of classes were taken as the experimental classes; it was VIII A as the experimental class 1 and it was VIII B as the experimental class 2. This research was conducted in the eighth grade since based on syllabus for the eighth grade. According to the curriculum, the simple present tense is learned in the second semester.

### **3.5 Variables**

As claimed by Sugiyono (2011) that research variable is an attribute or a trait or value of a person, object, or activity that has a certain variation determined by the researcher to be studied and then drawn conclusions. In this study, the researcher has used independent and dependent variables. The independent variable is the variable that affects or is the cause of the change or the appearance of the dependent variable, while the dependent variable is the variable that is affected or is the result of the independent variable.

1. Blended Inductive-Deductive as independent variable.
2. Blended Deductive Inductive as independent variable.
3. Low and high students as independent variable
4. Grammar achievement as dependent variable.

### **3.6 Data Collecting Techniques**

In this research, the researcher used two kinds of data collecting techniques such as test and non-test.

1. Test

The researcher gave the students Grammar test which consisted of pre-test and post-test. The students are given a grammar test in the first meeting. The class was classified into two level of students (Low and High achiever

students). Pre-test was used to classify the students' level of proficiency and to measure the improvement after giving a treatment. The test consists of 5 fill in the blank, 5 jumbled words and 10 multiple choices.

## 2. Non-Test

The researcher distributed the questionnaire in order to know students' perception. Moreover, the aim of this questionnaire is to find out the students' perception in different level about blended learning. The questionnaire consisted of 16 items.

### **3.7 Research Instruments**

According to Wilkinson and Birmingham (2003) instruments of the research are simply devices for obtaining information relevant to research project, and there are many alternatives from which to choose. In this research, the researcher used grammar test and questionnaire as the instrument to collect data.

#### **1. Grammar Test**

The test was administrated two times, pre-test, and post-test. The test contained information about student's grammar achievement before treatment and after treatment. The test was an objective test. The objective test was for the dimension of Form and Meaning, and use. In scoring the test, the researcher used the concept of scoring point for grammar test from Bachman and Palmer (1996). Both selected and limited production responses can be scored in one of two ways: right/wrong or partial credit. With right/wrong scoring, a response receives a score of '0' if it is wrong and '1' if it is correct.

**Table 3.2.**  
**Scoring Criteria of Students' Grammar Test**

Point	Indicator
Fill in the blank	
1	Correct Answer
0	Incorrect Answer
Jumble words	
1	Correct Answer
0	Incorrect Answer
Multiple choice	
1	Correct Answer
0	Incorrect Answer

## 2. Questionnaire

The aim of giving questionnaire is to find out the students' perception in different level of proficiency after they were taught by using blended learning. The questions that used in this study is closed-question, it means that the respondents just choose available options.

- a. In this research, the questionnaire about students' perception was adapted from Gentry and Gable (2001), there was twenty questions with four indicators, such as interest, challenge, choice and enjoyment, some modifications were made in this research conditions. The researcher was translated it into Indonesian to help participants fill the questionnaire easily.

**Table 3.3.**  
**Specification of Students' Perception Questionnaires**

No	Indicators	Number of Items
1.	Interest/ Enjoyment	<i>1, 3, 4, 5, 12</i>
2.	Challenge	<i>2, 6, 8, 11, 15</i>
3.	Choice of Activity	<i>7, 9, 10, 13, 14, 16</i>

- b. The result of questionnaire was scored based on Likert's scale. The 5-point Likert scales questionnaire which includes the items as follows:

**Table 3.4.**  
**Scoring Criteria of Questionnaire**

No	Statements	Score
1.	“Strongly Agree” (Sangat Setuju)	5
2.	“Agree” (Setuju)	4
3.	“Neither Agree nor Disagree” (Tidak Yakin)	3
4.	“Disagree” (Tidak Setuju)	2
5.	“Strongly Disagree” (Sangat Tidak Setuju)	1

### 3.8 Research Procedures

The researcher had prepared the steps or procedures in collecting data. The research procedures were as follows:

#### a) Selecting the Materials

Selecting the material is the first way that the researcher should do. Selecting the materials of simple present tense was determined by the levels of the students. Therefore, the researcher was used the syllabus of the second year of junior high school students based on school curriculum of K13 which is the curriculum used by the school. The material should cover the goal of teaching simple present tense as the target of the achievement.

#### b) Determining the Instrument of the Research

The instruments in this research were grammar test and questionnaire. The researcher conducted grammar test for pretest and posttest which covers three aspects of grammar form, meaning and use. The purpose of these tests is to know the student achievement before and after getting the treatments. The researcher also addressed students' perception questionnaire for both of the groups (experimental class 1 and experimental class 2) to know the students' perception in different level of proficiency of the use of blended learning.

**c) Conducting Try Out**

The researcher conducted the try out in order to make sure the reliability of the grammar test. The items of the try out class were not addressed to the experimental class 1 and experimental class 2, but addressed to different class in order to be valid and reliable.

**d) Conducting Pre-test**

The pre-test was given for both of experimental class 1 and experimental class 2 before the treatment. The test was grammar test in the forms of multiple choices, fill in the blank and jumble word, the topic of the test is simple present tense. Pretest is administered to students before the treatment to measure students' grammar achievement and to make sure whether the students in the experimental class 1 and experimental class 2 have same initial ability in mastering grammar or not. Besides that, questionnaire was addressed to know the students' perception in different level of proficiency about blended learning.

**e) Giving treatment**

The teacher guided the students how to apply blended inductive deductive in experimental class 1 and blended deductive inductive in experimental class 2. The students were taught based on the three aspects of grammar such as form, meaning and use.

**f) Conducting Post-Test**

The post-test was administered after treatment. The purpose of this test was to find out the progress of students' grammar achievement in both classes. Furthermore, it was to observe whether there was a difference between the

experimental class 1 and the experimental class 2. Post-test was related to the material that has been discussed in the class during treatment so the students will not be confused.

**g) Analyzing, Interpreting, and Concluding the Data**

After collecting the data which were students' answers, the researcher scored the pretest and posttest of the experimental groups. Then, those would be put into a table of the test result. Moreover, Independent sample T-test was utilized to analyze the pretest mean of both classes.

### **3.9 Teaching Process**

#### **3.9.1 The Process of Teaching Simple Present Tense through Blended Inductive Deductive (Experimental Class)**

In the second meeting, after getting the students' score in the pre-test, the researcher asked the students difficulties on learning Simple Present Tense in verbal sentence. The biggest problem that students face while learning the simple present tense in verbal sentence is that they are not familiar yet about using the third singular person. The simple present tense differs from other tenses because it has the marker -s in the third person singular. This can confuse many students. Based on the students' problems, the researcher implemented blended inductive deductive technique in VIII A. at the beginning of the step, the researcher directly gave the example of Simple Present tense based on students' experience. Then, in the main activities the students practiced the sentence with their friends. After that, the students were asked to formulate the rules based on the example. Before formulating the rules, the activities are made to push the students used the sentence communicatively. The grammar of the target language is learned through inductive-deductive. The



students must figure out how the target language's patterns work. The researcher just provided the clues that lead the students to come to a conclusion and she didn't explain the usage of the simple present tense. The clue is done by asked them to produce utterance using the rules that are being used. All students should be aware in every sentence they spoke. The researcher related the new material every teaching with the previous one, thus the students can easily make association in every meeting.

### **3.9.2 The Process of Teaching Simple Present Tense through Blended Deductive Inductive (experimental Class)**

The researcher implemented blended deductive inductive technique in VIII B. The researcher found that most of students got some difficulties in simple present tense, especially decided which verb form used in the sentence. The students in VIII B have the same difficulty with the students in VIII A. In this class, the researcher tried to solve the students' problems by using blended deductive inductive technique. In pre-activity, the researcher asked the students about their daily activity and wrote it down in the white board. Then, the researcher explained the material about simple present tense. All activities are designed communicatively, because it's important to provide the students opportunities to use their English. After the students understood the material, the researcher asked the students to practice the sentence with their friends. Even the students have known the material first, in the middle of the activity, the researcher still asked the students to formulate their own rules of simple present tense.

### **3.10 Validity and Reliability**

In this research, the researcher used validity, reliability. It was conducted in order to determine whether the 20 items of test and 16 items of questionnaire have a good quality or not.

#### **3.10.1 Validity of Grammar Test**

Validity of the assessment instrument is a very important key to drawing meaningful and useful statistical conclusions. The test is considered valid if the test measures the object to be measured and suitable with the criteria. The validity of the test is the extent to which it measures what it supposed to measure is. A test must aim to provide true measure of particular skill that it is intended to measure. In this research the writer will be use content and construct validity.

##### **A. Content Validity**

According to Hughes (1989), a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. with which it is meant to be concerned. It was related to the educational goal stated on the 2013 English curriculum and the syllabus for eighth grade junior high school students. In the pretest and posttest, the material was suitable with their level in the eighth grade of junior high school. Then, the content validity was measured based on core competences and basic competences in English syllabus of Curriculum 2013 for the eighth grade of junior high school.

##### **B. Construct Validity**

Construct validity deals with the test whether the test is in line with the theory of what is being measured in the language skills being measured. That is, construct validity

determines the type of test based on the theoretical measure of grammar test. This research produced a grammar test that can measure students' grammar achievement in the simple present tense. The researcher examined it by referring to the theories of aspects of grammar by Larsen-Freeman (1997) there are: form, meaning and use. Two ratters were used to determine the validity of the grammar test. The two ratters were English lecturers in STKIP PGRI Metro and the English teacher in the school where the researcher did the research, the results as follow;

**Table 3.5.**  
**Validity of Grammar Test**

Questions	1 <sup>st</sup> Rater		2 <sup>nd</sup> Rater	
	Yes	No	Yes	No
Do the materials include the simple present tense?	√		√	
Do the items number 1,2,3,4,5 in fill in blank measure the form of simple present tense?	√		√	
Do the items number 1,2,3,4,5 in the jumbled words measure the meaning of SPT?	√		√	
Do the items number 1-10 in multiple choice measure the use of SPT?	√		√	

Table 3.6 showed that the two raters answered “yes” for each question. It can be inferred that the grammar test was valid.

### 3.10.2 Reliability of Grammar Test

Reliability concern with the consistency of a research measurement or the ability of a measurement to measure the same research subjects at different times and produce consistent results (Setiyadi, 2018). To measure how reliable the score is, this study used Rank-order Correlation with the formula:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where:

$r_s$  refers to reliability of the test

$n$  refers to number of students

$d$  refers to the difference of rank correlation (mean score from the three tasks)

1-6 refers to the constant number

After finding the coefficient between raters, the researcher then analyzed the coefficient of reliability with the standard of reliability as follows:

A very low reliability	(ranges from 0.00 – 0.19)
A low reliability	(ranges from 0.20 – 0.39)
An average reliability	(ranges from 0.40 – 0.59)
A high reliability	(ranges from 0.60 – 0.79)
A very high reliability	(ranges from 0.80 – 0.100)

Based on the standard of reliability above, it can be concluded that the tasks considered reliable if the tests reach the minimum range of 0.60-0.79 (high reliability) (Hatch, 1982).

Based on the criteria of reliability, it was found that the test items have moderate reliability since the result is 0.82. It can be said that the grammar test was reliable.

### **3.11 Hypothesis Testing**

In the effort to measure the hypotheses, this research used Independent Group T-Test of SPSS. The hypothesis was investigated with significance level of 0.05 in which the hypothesis is approved if  $\text{Sig} < \alpha$ . The following are the hypotheses of this research :

*The hypothesis of the first research question*

Ho: There is no effect between students' achievement in the simple present tense by using blended deductive-inductive and inductive-deductive.

H1: There is an effect between students' achievement in the simple present tense by using blended deductive-inductive and inductive-deductive.

The criteria:

Ho is accepted if a significant value is higher than 0.05

H1 is accepted if a significant value is lower than 0.05

This chapter explains the overview of research design, population and sample, normality test, homogeneity test, data collecting technique, questionnaire, validity of questionnaire, validity of grammar test, reliability, reliability of questionnaire, research procedure, data analysis, and hypothesis testing that were applied in this research.

## **V. CONCLUSION AND SUGGESTION**

This chapter describes the conclusion of the research result and the suggestion to English teachers who want to conduct research related to blended learning using inductive and deductive technique, students' perception in different level of proficiency and the further researchers.

### **5.1 Conclusion**

Based on the result and discussion of the data analysis in this research, the writer concludes as follows:

1. Blended inductive deductive and deductive inductive gave the students an opportunity to have both discovering and remembering activity to use the language communicatively. There is a difference in achievement between students implemented in blended inductive-deductive and deductive-inductive technique in the Simple Present Tense in form of verbal sentence. The researcher found that the students in VIIIA class got higher scores after being taught using blended inductive-deductive technique than those in VIIIB class who taught by using blended deductive-inductive. The procedures of blended inductive deductive are good since it provides the opportunity for the students to discover and formulate their own rules of Simple Present Tense. Using many examples of the sentence the students can explore their understanding of simple present tense and then collect the information

to formulate the form. During the process of identifying the examples, the teacher provides mentoring to keep the students on the right track. It support by Richard and Rodgers (1968) discovering are better than remembering. While the procedures of blended deductive inductive also has the advantages that the student is in control during the practice and has less fear in drawing an incorrect conclusion.

2. In the second research question, the researcher found that there is no different perception between high and low proficiency students after being taught by using blended learning inductive-deductive and deductive-inductive technique. Based on the result of the research, it can be seen from the students' questionnaire, their agreement showed that they enjoy in learning when the researcher implementing blended learning technique. Although high proficiency students tend to be more active and confident in classroom activity, while low proficiency students only try to follow the classroom activity, both high and low proficiency students have the same perception of blended learning. In this case blended learning inductive-deductive and deductive inductive brings several important advantages for the high and low proficiency students such as the appropriateness, discipline and enhance students-teacher interaction. Students' experiences of blended learning may also support their current skills in coping with more challenging situations in the future. However, some critical issues are in need of consideration such as concept, design and procedures of learning activity.

## 5.2 Suggestion

The following suggestions are intended for teachers and further researchers concerning with the teaching and learning English language.

1. The teacher with a sound knowledge of English and good pedagogical knowledge will help to develop good perceptions toward English language learning. It is expected that teacher should adopt varying methodologies or another combination of blended learning in classroom activities in order to keep the students' interest in language learning especially about tenses. Blended inductive deductive and deductive inductive are better to use in classroom activities. In this present study, the researcher used What's App only to deliver the material before the face-to-face learning, thus, the researcher suggests the teacher to use what's app voice note as a media for students to practice and submit the task. Voice note can be used to enhance students' self-confidence use the target language because they can hear their voice and indicate the error by themselves from their speaking. WhatsApp voice note also help the teacher to monitor the progress of the students easily outside the classroom.
2. For further researcher, this study discussed the used of blended learning inductive-deductive and deductive inductive to teach simple present tense and students' perception in different level proficiency using pretest, posttest, and questionnaire as the instrument. The researcher recommends further researcher to make a questionnaire more specific about blended inductive deductive and deductive inductive to know which blended techniques are better for the students. For the test, the further researcher should include all component of



simple present test in equal number. The researcher also suggest to add the material not only about verbal sentence but also in nominal sentence or verb be.

Those are the conclusions in agreement with the formulation of the problem in this research. There are also the suggestions for English teachers and further researchers related to blended deductive and inductive technique.

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