CHAPTER I

INTRODUCTION

In this chapter, the writer explains research background, research problem, research objective, hypothesis, research significances, scope and limitation, and definition of key terms.

1.1 Research Background

English grammar plays important roles. The use of a proper grammar can prevent misunderstanding. Tenses are one of English grammar learned by students. English tenses are tools to assist speakers or writers in expressing time in the language. It is important in both of verbal and written communication. There are sixteen tenses in English, one of them is simple past tense. Simple past tense indicates that an activity or situation began and ended at a particular time in the past (Azar, 1999). Knowing the use of simple past tense in proper way is essential for students. It is because simple past tense is useful for students in telling or reporting an event or activity that already done in the past.

In teaching simple past tense, most of English teachers in Junior High School 1 Kampak directly give the pattern of simple past tense to students without letting students to think or find the pattern by themselves. The students are asked to memorize the pattern of simple past tense and use the rule of it according to the example that already been given by the teacher. Here, the learners tend to be passive.
Curriculum 2013 requires the learners to be active in teaching and learning process or student-centered. The teachers are expected to encourage their learners to be involved in building the knowledge. One of teaching approaches that can be used in teaching grammar is an inductive approach. In an inductive approach, learners are involved in teaching and learning process. They are allowed to discover the grammar rule by themselves from the provided example so that it is more a student-centered.

Nunan (1998) states that inductive approach is a process where learners discover the grammar rules by themselves through examining the examples. In line with Nunan, Thornbury (1999) says that in inductive approach, the learners do not memorize the rule, but they study the examples that provided by the teacher. From these examples, the learners derive an understanding of the rule. Besides, by using inductive approach, a new knowledge is supposed to stay a long-term memory in the students’ brain. It is because the students gain the new knowledge by themselves so that they can recall what they already learned easily. As Balim (2009) states that learners will learn more effectively by constructing their own knowledge.

1.2 Research Problem

Does inductive approach improve students’ achievement in learning simple past tense better than deductive approach?

1.3 Research Objective

The purpose of this study is to know whether or not inductive approach improve students’ achievement in teaching simple past tense.
1.4 **Hypothesis**

H₀ : Inductive approach does not improve students’ achievement in learning simple past tense.

H₁ : Inductive approach improves students’ achievement in learning simple past tense.

1.5 **Research Significances**

This research is important for these following reasons:

1. For students
   a. Students hopefully can develop their understanding about simple past tense.
   b. Students hopefully can improve their knowledge about simple past tense by themselves.
   c. Students can share their opinion with others in identifying the pattern and the use of simple past tense in order to gather new information.

2. For teachers
   Teachers obtain a new information about how to implement inductive approach in teaching grammar especially simple past tense.

3. For the school
   The outcome of this research can be used to improve English teaching and learning process.
4. For another researcher

The finding of this study can be used as an additional source for conducting next research in the same field.

1.6 Scope and Limitation

In order to avoid any misconception of the problem, the writer limits the study by focusing on simple past tense as the used material. The other tenses might be related by other researchers. Additionally, the writer uses the second-grade students of Junior High School 1 Kampak as the subject of the research.

1.7 Definition of Key Terms

Simple past tense: is one of English tenses that is used to express an activity or event already started and done at a certain time in the past.

Inductive approach: is a process of learning a rule by examining the given examples.