

ABSTRACT

Ariesty, Ghina Rindiani. 2016. *The Effectiveness of Deductive Approach and Inductive Approach in Teaching Grammar to The Sixth Graders of Aisyiyah Full Day Elementary School: a Comparative Study*. Yogyakarta: Sanata Dharma University.

There are two different approaches that can be used to teach grammar which are deductive approach and inductive approach. The teachers should be able to select an effective approach to help the teachers teaching the intended lesson, especially for the young learners. Therefore, at the end of the lesson, the students' understanding about the lesson improved because of the use of the effective approach.

In this research, the researcher compared the use of deductive approach and inductive approach to teach simple present tense. First, the researcher investigated whether the inductive approach was more effective than the deductive approach. Second, the researcher investigated how the inductive approach improves students' proficiency in simple present tense.

There were two groups which were involved in this research. They were Deductive Approach group and Inductive Approach group. These two groups were taught by different approaches. These two groups received the same materials and the same tests. The result of post-test minus pre-test (gain) was compared.

After giving different treatments, the researcher compared the average gain score from both groups. The result showed that the inductive approach group had higher average gain score than the deductive approach group. The inductive approach group's gain score was 20.25 and the deductive approach group's gain score was 19.47. The researcher also used independent sample t-test to check whether the inductive approach was more effective than the deductive approach to teach simple present tense. The result showed that the obtained value of the t was -0.165. It was less than the given value which was 1.7016. It meant that the inductive approach was better than deductive approach to teach simple present tense. The researcher calculated the p-value in order to find out whether the data were significant or not. The result showed that the p-value was .043. It was less than the significant level of .05. It meant that the data were significant. From the results, the researcher concluded that the inductive approach was more effective than the deductive approach to teach simple present tense to the sixth graders of Aisyiyah Full Day Elementary School.

Therefore, there are two suggestions from the researcher. First suggestion is that the researcher recommends the teacher to implement inductive approach to teach grammar. The inductive approach is more effective than the deductive approach to teach grammar. Second suggestion is that the teacher should have a good control toward the students to implement inductive approach. Therefore, the students can understand the materials better.

Keywords: deductive, inductive, approach, grammar

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

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Ada dua pendekatan berbeda yang dapat digunakan untuk mengajar tata bahasa, yaitu pendekatan deduktif dan pendekatan induktif. Guru dapat memilih pendekatan yang efektif dan sesuai dengan level belajar siswa untuk mengajarkan materi tata bahasa. Sehingga pemahaman siswa tentang tata bahasa dapat ditingkatkan dengan penggunaan pendekatan yang efektif.

Dalam penelitian ini, peneliti membandingkan penggunaan pendekatan deduktif dengan pendekatan induktif untuk mengajar simple present tense. Pertama, peneliti menyelidiki apakah pendekatan induktif lebih efektif dari pendekatan deduktif . Kedua, peneliti menyelidiki bagaimana pendekatan induktif meningkatkan pemahaman siswa dalam simple present tense.

Ada dua kelompok yang terlibat dalam penelitian ini, kelompok pendekatan deduktif dan kelompok pendekatan induktif. Kedua kelompok tersebut belajar dengan menggunakan pendekatan yang berbeda. Kedua kelompok tersebut mendapatkan materi ajar dan beberapa tes yang sama. Hasil dari nilai post-test dikurangi pre-test (peningkatan) kemudian dibandingkan.

Setelah diberikan perlakuan yang berbeda, peneliti membandingkan nilai peningkatan rata-rata dari kedua kelompok tersebut. Hasilnya menunjukkan bahwa kelompok pendekatan induktif memiliki nilai rata-rata peningkatan lebih tinggi dari kelompok pendekatan deduktif. Nilai rata-rata peningkatan kelompok pendekatan induktif adalah 20.25 dan nilai rata-rata peningkatan kelompok pendekatan deduktif adalah 19.47. Peneliti juga menggunakan independent sample t-test untuk mengetahui apakah pendekatan induktif lebih efektif dari pendekatan deduktif untuk mengajar simple present tense. Hasilnya menunjukkan bahwa nilai t yang didapat adalah -0.165. Nilai ini lebih kecil dari nilai t table yaitu 1.687. Peneliti menghitung nilai p dengan tujuan untuk mencari tahu apakah data yang didapat signifikan. Hasilnya menunjukkan bahwa nilai p yang didapat adalah 0.043. Nilai tersebut lebih kecil dari nilai pada level signifikan 0.05. Hal tersebut menunjukkan bahwa data yang didapat signifikan. Dari hasil tersebut, peneliti menyimpulkan bahwa pendekatan induktif lebih efektif dari pendekatan deduktif untuk mengajar simple present tense pada siswa kelas enam di SD Aisyiyah Full Day.

Berdasarkan kesimpulan diatas, dua saran diberikan. Pertama, peneliti menyarankan para guru untuk mempertimbangkan faktor level belajar siswa dan jenis materi dalam pemilihan pendekatan yang digunakan. Saran kedua adalah para guru harus memiliki control yang baik terhadap para siswa untuk mengimplementasikan pendekatan induktif. Sehingga, para siswa dapat memahami materi dengan lebih baik.

Kata kunci: deduktif, induktif, pendekatan, tata bahasa.