

CHAPTER I

INTRODUCTION

A. Background of Study

Education is very important for human life to help them get their attitude and to face rivalry in the world. Many people in the world give their attention for it. They always think how to improve education.

The purpose of education is to set educational outcomes achieved by learners with following educational activities (Hamalik, 2012, p.3). The process of teaching and learning is to help the students seeking educational objectives that have been set. The process of teaching and learning can be effective when all components are influential in the process of mutual support in order to achieve the goal.

There are factors that hold an important role in teaching and learning activities. Among others are teachers, students, facilities and environment. They support the teaching and learning activities. Even facilities are very important, include, teaching media of learning, and learning materials. One of the facilities that exist in the process of teaching and learning is a method of learning. To achieve the learning objectives, the task of the teacher is not just delivering, but also creating a learning experience of the students. So, the activities in the classroom can give teachers opportunity to experience the existence of students.

Teachers should be able to find the methods and techniques that can support the role, so the teaching and learning activities can be conducted effectively. In

addition to learning methods, teachers also need learning approach. In this case, the teacher must be wise in choosing an effective learning that suits the student's level of development and in accordance with the learning material.

Learning approach involve the teacher in carrying out activities of teaching in the classroom to achieve learning objectives. According Iskandarwassid and Sunendra, (2009, p. 25), learning approach are based on the processing of the message or material. The learning approach can be distinguished into two, namely inductive and deductive learning approach.

Deductive learning approach is started from the general to the more specific things. The subject matter is submitted directly by the teacher so the students are not required to find themselves at the core of any such material. In this case, the important role of teacher is to deliver the material, because a teacher has to be more active than his or her students. Different with inductive learning approach, students are more active than the teacher. In inductive learning approach, teacher cultivates material from things that are specific to the more general case.

This learning process of tapping on critical thinking requires student to find their own answers to a problem. In addition, the teacher must also be able to create a good interaction with students in presenting the material, because it would cause a positive impact. This important role of teachers and students will quality themselves and the quality of education itself.

Al-Qur'an also mentions the importance of teachers' approach for students' achievement as stated in the glorious Q.S. Az Zumar/39 verse 9, as follows:

أَمَّنْ هُوَ قَنِتْ ءَانَاءَ أَلَّيْلِ سَاجِدًا وَقَآئِمًا تَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ ۗ
 قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ



Based on that verse, Allah makes us sure by asking that we all consider ourselves as equal. Those who endure understanding receive admonition. Of course, those who know and do not know are different. Those who know are better than they, are who do not know! If they know, they will do it well.

Language Development Center is chosen because this place only focuses on the language, it can be seen from the language teaching such as Arabic and English. While the writer only focus in group B Language Development Center because the students in group B are at moderate level in mastery of the material. This is the reason for the consideration that research can be generalized to students who are characteristic in general, i.e. students with moderate ability.

The writer will focus on comparing students' score in learning grammar inductively and deductively by giving a test to them. Further, their score of learning grammar test would be analyzed in order to identify the students' result.

Based on the results of observation at Language Development Center it was discovered two different learning, namely inductive and deductive learning approach. Understanding what the students gained in the learning process can be seen from the

results of students' learning as measured by giving the test to them. They can provide an alternative learning to be applied in the process of learning English especially in grammar.

There is previous research written by Alzu'bi (2015), entitle *Effectiveness of Inductive and Deductive Methods in Teaching Grammar*. The main aim of the present study is to find the comparative effectiveness of deductive and inductive methods on the academic achievement of the elementary school and university students. The result of the study revealed that there were significant statistical differences at ($\alpha \leq 0.09$) among the grammar performance means of both groups at both level due two inductive method.

In 2014, Mahmudah, entitled "The Comparative Study of Students' Grammar Mastery between the Fourth Class and the Third Experiment Class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar Regency Academic Year 2013/2014". The aim of the study are to know students' grammar mastery of the fourth class and the third experiment class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar Regency and to know different significant the fourth class and the third experiment class in English Grammar Mastery at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar Regency. The result of the study is there is no difference in students' grammar mastery between the fourth class and the third experiment class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar Regency.

From the explanation above, the writer will be conducted to compare students' score in learning grammar inductively and deductively. The writer interested to conducting this research entitled: ***“A COMPARATIVE STUDY OF LEARNING GRAMMAR INDUCTIVELY AND DEDUCTIVELY FOR STUDENTS LANGUAGE DEVELOPMENT CENTER AT ANTASARI STATE ISLAMIC UNIVERSITY ACADEMIC YEAR 2016-2017”***

B. Statement of Problems

Based on the background of the research, the writer formulates the problem:

1. How is the students' score in learning grammar inductively at Language Development Center group B academic year 2016-2017?
2. How is the students' score in learning grammar deductively at Language Development Center of group B academic year 2016-2017?
3. Is there any significant difference students' score of learning grammar inductively and deductively at Language Development Center of group B academic year 2016-2017?

C. Objectives of The Study

Based on the problem statement, this research is intended to:

1. To know the students' score in learning grammar inductively at Language Development Center of group B.
2. To know the students' score in learning grammar deductively at Language Development Center of group B.
3. To find out whether or not there is any significant difference of learning grammar inductively and deductively at Language Development Center of group B.

D. Significance of Study

There are two kinds of benefits in this research:

1. The benefits of this research are expected to find theorists that can be a reference for the next writers, relating to deductive and inductive learning approach.
2. Practically, by using this research, there are some significant outcomes to the teachers, students, and writer herself.
 - a. For teacher, to provide information to an effort to enhance student's learning outcomes with the use of deductive and inductive learning approach.
 - b. For students, is be a positive influence on choosing the best approach in learning English in general and English grammar in particular.

- c. For the reader, to find information and references to add their knowledge as well as to conduct more research on learning approach.

E. Limitation of Study

In this research, the writer limits the problem only on a comparative study of learning grammar, particularly about participle adjectives inductively and deductively for students of Language Development Center at Antasari State Islamic University in academic year 2016-2017 of group B.

F. Hypotheses

There are two kinds of hypotheses which are to be tested in this study as follows:

- a. Alternative hypothesis (H_a)

There is a significant difference of score between learning grammar inductively and deductively at Language Development Center of group B academic year 2016-2017.

- b. Null Hypothesis (H_0)

There is no significant difference of score between learning grammar inductively and deductively at Language Development Center of group B academic year 2016-2017.

G. Definition of Key Terms

The terms applied in this research will be explained as follows:

1. Inductive

According to Nunan (1999), identifies inductive approach it's a process where learners discover the grammar rules themselves by examining the examples. In a inductive approach it is also possible to use a context for grammar rules. Thornbury (1999) notes that in inductive approach, learners are provided with samples which include the target grammar that they will learned. Then learners work on the examples and try to discover the rules themselves. Thus, inductive in this research meant learning outcomes obtained by students through teaching method from particular examples to general rules of formula by teacher in Language Development Center at Antasari State Islamic University.

2. Deductive

A deductive approach is a traditional approach in which information about the target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied (Nunan, 1991). Thus, inductive in thus research meant learning outcomes obtained by students through teaching method from general to particular and from abstract to concrete by teacher in Language Development Center at Antasari State Islamic University.

3. Language Development Center (PPB)

Language Development Center (PPB) in this research that focuses on language development for new students, especially in Arabic language and English language. The writer only focuses at PPB group B 2017 class 12,15,19 and 21 because from the writer's observations in that class, the writer found some teachers using inductive and deductive methods. Although the writer also found inductive classes and deductive classes in other classes, the writer still choose the 4 classes because in group B are at moderate level. This is the reason for the consideration that research can be generalized to students who are characteristic in general, i.e. students with moderate ability.