

**APPLYING INDUCTIVE INSTRUCTION  
IN TEACHING SIMPLE PRESENT TENSE  
AT EIGHTH GRADE STUDENTS OF MTSS GEUDUBANG ACEH  
LANGSA**

**THESIS**

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**STATEMENT OF CERTIFICATION**

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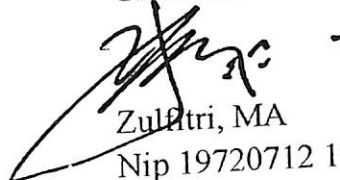
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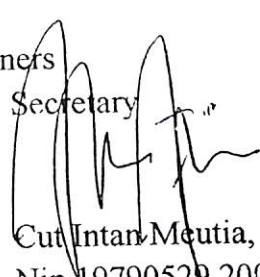
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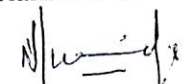
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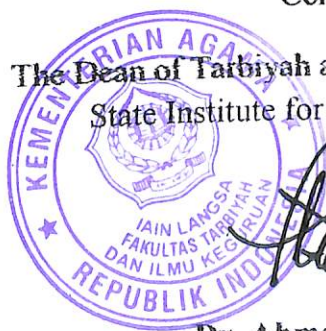
  
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## **ABSTRACT**

The purpose of this research is to explore how inductive instruction can be applied in teaching simple present tense. This research was conducted at VIII (2) grade students of MTsS Geudubang Aceh Langsa which consisted of 30 students. This research used qualitative research. It included some actions. The actions were activities of teaching learning process by applying inductive instruction until six meetings. The result data was analyzed qualitatively by using observations, field notes, and interview. In analysis data, the writer used descriptive qualitative research. Using this method, the writer collects data, arranges data and presents data. Based on the result of the research, it can be conclude that applying inductive instruction in teaching simple present tense was done sucessfully and inductive instruction can be applied in teaching simple present tense.. It can be proven based on the results of observation, field note, and interview. The results showed that the writer's performance and the class condition generally was better than the previous meeting and then the class condition had a good atmosphere in teaching learning process. The students more pay attention on the writer's explanation, they were more active and enthusiastic in the learning process. After that by using inductive instruction, the students can identify the rule and they will focus on the form without giving the formulas. Also they looked fun, enjoyable, and interesting in the learning process.

**Keyword : Inductive Instruction and Simple Present Tense**

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Langsa, 10 Juni 2016

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Instruction is an activity of educating that impart knowledge or skill. Penny stated that instruction is one of the explanation aspects that is very important in teaching<sup>1</sup>. It will help students in learning grammar. It can make them easier to learn grammar. It should be suitable based on the material of grammar that the teacher wants to teach. There are many kinds of instruction that can be applied in teaching grammar. One of them is inductive instruction.

Inductive is an instruction in teaching grammar. In inductive instruction starts with some examples from which a rule is inferred.<sup>2</sup> It means that the teacher gives the examples of the patterns that he/she wants to teach before giving guidance to identify the rules to students. Inductive instruction is one of the principles and procedures in Direct Method.

Inductive instruction usually is applied in teaching tenses, especially in simple present tense. Simple present tense is one of the parts that have to be learned in grammatical matter. Simple present tense is used to express habitual or everyday activity. In learning simple present tense, the teacher teaches about the forms and usage in simple present tense. There are three forms of simple present

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<sup>1</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 2009), p.16.

<sup>2</sup>Scot Thornbury, *How to Teach Grammar*, (London: Pearson Education Limited, 1999), p.29.

tenses ; affirmative statement, negative statement, and interrogative statement. In learning simple present tense students are expected to know the concept that their teacher taught about its tense.

Based on the writer's experiences when the writer do teaching practice (PPL) at MTsS Geudubang Aceh Langsa. The writer was found some problem that students faced in learning English. They were , first most of students still did not understand in the forms and usage of simple present tense. Second, many students were confused in differentiating which subject used auxiliaries *do* and which ones used *does*. They often did not understand why some sentences used auxiliaries, *is*, *am*, and *are* instead of auxiliaries *do* and *does*. Moreover, some students still chose "*My mother is cook in the kitchen*" instead of saying "*My mother cooks in the kitchen*". Third, sometimes the teacher does not apply the appropriate instruction and arrange the material creatively in teaching simple present tense. Arranging the material to be more interesting can build students' motivation in learning. That is why teacher should be more creative in arranging matterial. Therefore, these factors affect students difficult to use simple present tense in sentences properly.

To assist students solve these problem, we need one instruction which is more interesting in teaching simple present tense. One of the appropriate instruction to teaching simple present tense is inductive instruction. Because of using inductive instruction in teaching simple present tense, it has to give the example first then explain the rules of simple present tense. In addition, inductive

instruction will help students in memorizing the forms of the sentences without its formulas.

Based on the reason above, the writer decides the title of this research is **“Applying Inductive Instruction in Teaching Simple Present Tense At Eighth Grade Students of MTsS Geudubang Aceh Langsa”**.

### **B. The Research Question**

Based on the background study above, the research question in this study is “How inductive instruction can be applied in teaching simple present tense ?”

### **C. The Purpose of the Study**

Based on the research question, the purpose in this study is to explore inductive instruction can be applied in teaching simple present tense

### **D. The Significance of the Study**

Based on the purpose of study above, the results of the study are expected to give benefits for students, teachers, and the other researchers:

- a. To give information about the appropriate technique/instruction in teaching tenses, especially simple present tense.
- b. To teach simple present tense by applying inductive instruction will be easier for teacher to teach it.

- c. To assist students in improving their understanding about the forms and the usage of simple present tense. Thus, they can use simple present tense in their sentences properly.
- d. To train the students to be more seriously and able to motivate them to learn.
- e. As a reference for other writer that do research with the same topic
- f. As a knowledge for the reader so that the research can be a material that useful for them

## **E. Terminology**

### **1. Inductive Instruction**

Inductive is an instruction in teaching grammar. Thornbury stated that “In inductive instruction starts with some examples from which a rule is inferred”.<sup>3</sup> It means that the teacher gives the examples of the patterns that he/she wants to teach before giving guidance to identify the rules to students.

### **2. Simple Present Tense**

Simple present is one of tense that is important to be master by the students. Cowan states that, “Simple present tense can express states, habitual action, daily habits, general statements of fact or scientific truths and future action.”<sup>4</sup> It means that, this tense can to describe everyday activities and habits, to make general statement of fact, and to express opinions.

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<sup>3</sup>Scot Thornbury, *How to Teach Grammar*, (London : Pearson Education Limited, 1999),p.29

<sup>4</sup>

## F. Previous Study

There are summaries of previous studies which related to the instruction in teaching grammar :

First research is *The Effectiveness Inductive Instruction In Teaching Simple Present Tense ( A Quasi Experimental Study at Seventh Grade of SMP Islam Bait Al-Rahman )* written by Nurbaiti Rahayu.<sup>5</sup> Based on the analysis of t-test , her research showed that inductive instruction is effective to use in teaching simple present tense at the seventh grade students of SMP Islam Bait Al-Rahman.

Second research is *The Comparative Study of Using Deductive and Inductive Technique in Teaching Simple Present Continuous Tense ( A Case Study in MTs. Syafi'iyah Pulorejo Ngoro Jombang East Java )* written by Zakiyah Fuadah. Based on the analysis t-test, her research showed that there is no significant difference to students' achievement in learning present continuous tense by using both deductive and inductive technique at the seventh grade of MTs. Syafi'iyah PulorejoNgoro Jombang East Java.<sup>6</sup>

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<sup>5</sup>Nurbaiti Rahayu,"*The Effectiveness Inductive Instruction In Teaching Simple Present Tense*", Skripsi in Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University.Jakarta,2004.

<sup>6</sup>Zakiyatul Fuadah,"*The Comparative Study of Using Deductive and Inductive Technique In Teaching Present Continuous Tense*", Skripsi in Faculty Tarbiyah and Teachers Training UIN, Jakarta,2007.Unpublished.

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