

**The Effect of Using Deductive Approach and Inductive Approach in Teaching
English to Students on their Conditional Sentence Mastery
(An Experimental Study)**

A THESIS



By

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**MAGISTER PENDIDIKAN BAHASA INGGRIS
WIDYA MANDALA GRADUATE SCHOOL SURABAYA
AUGUSTUS 2013**

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**Presented to Widya Mandala Catholic University Surabaya in partial fulfillment of
the requirement for the Degree of Magister in Teaching English as a Foreign
Language**

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APPROVAL SHEET

(1)

This thesis entitled "The Effect of Using Deductive Approach and Inductive Approach in Teaching English to Students on their Conditional Sentence Mastery" prepared and submitted by Limris Gorat / 8212711010 has been approved to examine by the board of examiner.



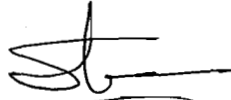
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This thesis entitled ‘The Effect of Using Deductive Approach and Inductive Approach in Teaching English to Students on their Conditional Sentence Mastery’ prepared and submitted by Limris Gorat / 8212711010 has been approved to examined by the board of examiner.



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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 05 Augustus 2013



Limris Gorat
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ABSTRACT

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Key words: Effect, Deductive Approach, Inductive Approach, Conditional Sentences, Perception.

The controversy over approaches of teaching grammar has developed in the recent past, but the question remains as to the relative effectiveness of different approaches. Deductive and inductive approaches are opposing each other. They have different views of how to teach grammar. In deductive approach the rule is firstly verbalized by the teacher and then the learners apply it through practice. In inductive approach, on the other hand, multiple examples of the rule are firstly presented and the learners have to discover the rules by themselves.

This study investigates the effect of using deductive and inductive approaches in teaching English to students on their conditional sentence mastery. This study also intends to describe the students' perception toward deductive or inductive teaching approaches. This study was a queasy experimental study which on the students mastery of conditional sentences of deductive approach and inductive approaches teaching conditional sentences.

The sample of this study is 64 SMK Mahardhikha students in their academic years of 2012-2013. The sample consist of two classes and each class comprises 32 students. They are all from Accountancy program. One class accountancy B (control group) was taught deductively while the other class Accountancy C (experimental group) was taught inductively. This study was conducted in five out of seven meetings: the first meeting was the pre test, the second to the fifth meetings were treatment; the sixth was for post test and the questionnaire administration; and the last meeting was for interviewing.

The data to answer the first research question are pre-test and post. Pre test and post test are the same and they are constructed by the writer himself. Before the pre test was administered to students the writer tried it out to find the reliability and the validity of the test. The realibility and validity were computed by using ANCOVA. ANCOVA was used to compare two subject matters. The result of this study found that there is a significant difference between the scores obtained by the students taught inductively and the score obtained by the students taught deductively. It was found that inductive teaching approach was more effective than deductive approach when used to teach conditional sentences.

The get the data to answer the second research question data were elicited through students' answers to the questionnaire and interview transcript. The questionnaires are divided into two parts. The first, is to get the students' perception whether they like or dislike inductive or inductive approach. The second, is to get whether the students are satisfied with deductive or inductive approach. In analyzing the data the writer applied Likert Scale. The result of the questionnaire indicates that students perceptions toward deductive or inductive approach are positive, Those who were taught

using inductive approach were satisfied because they could remember and understand the form and the meaning of conditional sentences. On the other hand, those who were taught using deductive is not satisfied because they cannot memorize the pattern and understand the meaning. To confirm the students answer of the questionnaire the writer interviewed the students. The result of interview indicates that students' perception toward deductive approach it had oversimplified explanation of grammar especially for those who got lower score and for those who get high score like the approach but they did not really understand the meaning of conditional sentences. Concerning the inductive approach, those who scored low perceived that inductive approach was hard to follow while those who scored high perceived that it was challenging.

In conclusion, teaching conditional sentences using inductive approach is more effective than using deductive approach. Students also like inductive approach and they are satisfied taught using inductive approach. Therefore, teachers should vary the method in teaching grammar to avoid the students' boredom. They can vary their teaching approach by using inductive approach so that the students are not bored when they learn a new grammar rule. The teacher should be creative in teaching grammar so that the students do not have any difficulties in memorizing the grammar pattern and understanding the meaning of the sentences. This study is far from being perfect, it only focus on grammar. However, the effect of deductive and inductive approach on students speaking and reading abilities were not examined and remain unknown. Researcher can explore these two English skills in follow –up studies to elucidate the effect of deductive and inductive approach on speaking and reading abilities.

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