

**A COMPARATIVE STUDY BETWEEN TEACHING
GRAMMAR DEDUCTIVELY AND INDUCTIVELY TO
THE EIGHTH GRADE STUDENTS
A THESIS**

**In Partial Fulfillment of the Requirement
for the Sarjana Pendidikan Degree
in English Language Teaching**



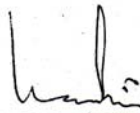
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Abstract

Agustin, Eveline. *A Comparative Study between Teaching Grammar deductively and Inductively to the Eighth Grade Students*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2008.

Keywords : Grammar, Deductive Approach, Inductive Approach and Reading Passages

Grammar plays such an important role in language that the students have to master it in order to acquire the target language. For this reason, it is important to vary the technique used in teaching grammar to maintain a high level motivation and interest among the students.

Teachers in the classroom mostly teach grammar using deductive approach. It is one where the teacher directly presents the rules to the students, and then they will practice the exercises. However, many students lose their interest in learning grammar when they have to memorize many rules or sentence patterns. Therefore, English teachers should vary the technique used in teaching grammar by using inductive approach. There are many strategies that can be used in teaching grammar inductively, for instance, songs, games, reading passage, scripted dialogue, etc. In this study, the writer researched whether the inductive teaching of grammar through reading passages to the eighth grade students yields significantly different result compared to the deductive teaching of it.

This study was a quasi-experimental study employing two groups using posttest only design. The subjects of the study were the eighth grade students. The writer took two classes as the sample of the experiment. Each class was taught grammar by using deductive approach and inductive approach in turns. The data were collected by giving posttest at the end of each treatment. The data were analyzed by using t-test technique. The result of the calculation shows that as a whole the inductive teaching of grammar through reading passages to the eighth grade students yields significantly better result compared to the deductive teaching of it.