

**SKRIPSI**



**IMPROVING THE GRAMMAR MASTERY OF THE SEVENTH YEAR  
STUDENTS OF SMP 2 NALUMSARI, JEPARA IN ACADEMIC YEAR  
2013/2014 BY USING INDUCTIVE APPROACH**

By  
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**NIM 2009 32 188**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
2014**



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**Presented to the University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing the Sarjana  
Program in the Department of English Education**

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2014**

## MOTTO AND DEDICATION

### **Motto:**

- ✓ Life is struggle
- ✓ Experience is the best teacher

### **Dedication:**

This skripsi is dedicated to:

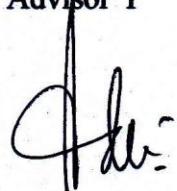
- ✓ The writer's beloved parents who always give their love, attention, and pray for me,
- ✓ All of friends in English Education Department,
- ✓ Those, who love knowledge and wisdom,

## **ADVISORS' APPROVAL**

This is to certify that the Skripsi of Mochammad Haryanto (NIM : 2009-32-188) has been approved by the skripsi advisors for further approval by the Examining Committee.

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Has been approved by the Examining Committee as a requirement for the  
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The Faculty of Teacher Training and Education  
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## **ACKNOWLEDGEMENT**

First of all, the writer wants to express his a lot of gratitude to Allah subhanahu wa ta'ala, the god of universe, because of only for his consent and blessing, finally the writer can accomplish this skripsi entitled “ THE GRAMMAR MASTERY OF THE SEVENTH YEAR STUDENTS OF SMP 2 NALUMSARI, JEPARA IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING INDUCTIVE APPROACH”.

This skripsi would not be completed without support and guidance from many people. So, the writer would like to express his a lot of gratitude to :

1. Dr. Slamet Utomo, M.Pd as the Dean of Teacher Training Education Faculty of Muria Kudus University.
2. Diah Kurniati, S.Pd.,M.Pd as the head of English Education Department of Muria Kudus University.
3. Agung Dwi Nurcahyo, S.S.,M.Pd as the first advisor. The writer thanks him for all his patience, help, advice and attention.
4. Drs. Muh. Syafei, M.Pd as the second advisor. The writer thanks him for his advice and guidance.
5. All lecturers and staff. The writer thanks them for their teaching and fluency of administration.
6. The librarian in the library of Muria Kudus University who always gives good service.

7. The Headmaster of SMP 2 Nalumsari who gives permission to the writer to conduct the research at the school.
8. All friends in English Education Department.
9. The mother who always gives support and suggestion to complete the skripsi.
10. All people who has given a help to writer

Finally, the writer realizes that this skripsi is far from perfection. A constructive criticism will be accepted pleasantly.

Kudus, March 2014

Mochammad Haryanto

## ABSTRACT

Haryanto, Mochammad. 2014. *Improving the Grammar Mastery of the Seventh Year Students of SMP 2 Nalumsari, Jepara In Academic Year 2013/2014 By Using Inductive Approach.* Skripsi. English Education Department of Teacher Training and Education Faculty. Muria Kudus University. Advisor; (1) Agung Dwi Nurcahyo, SS. M.Pd. (2) Drs. Muh. Syafei, M.Pd.

Key words : teaching grammar, inductive approach, enthusiastic, improvement

As long as the writer teaches grammar, the writer teaches by using deductive approach. Steps in deductive approach is started from general part goes to particular part. By using this technique, the writer has found that the students are less attracted and less active. Besides, the average of the students' grammar mastery is still under the criteria of minimum mastery. Solution is needed to improve student's activity in the classroom and to increase the student's mastery of grammar. One of the approaches of teaching grammar that can facilitate the way to teach grammar is inductive approach.

The objective of this research is to find out whether there is any significant difference between the mastery of understanding grammar at the seventh year students at SMP 2 Nalumsari in academic year 2013/2014 before and after being taught by using inductive approach.

The design of this research is quantitative experimental research by using test instrument. The experiment is applied to the seventh grade students of SMP 2 Nalumsari Jepara, to explore the result of their grammar mastery before and after being taught by using inductive approach. In this research, the writer gives the students a pre test, and then continue by implementing of teaching grammar by using inductive approach, and the last stage given to them is post test.

The result of this research indicates that using inductive approach in teaching grammar is effective to improve the grammar mastery of the students. It can be seen from the pre-test and post-test result. The pre-test result of the average (mean) is 69.8 , median is 68.7 , modus is 67.85 and standard deviation is 7.2 . So, the result of grammar mastery of the seventh grade students of SMP 2 Nalumsari in academic year 2013/2014 before being taught by using inductive approach is sufficient. Meanwhile, on the post-test result the average of mean is 76.05 , median is 75.8 , modus is 76.25 and standard deviation is 5.85 . It means that the result of grammar mastery of the seventh grade students of SMP 2 Nalumsari in academic year 2013/2014 after being taught by using inductive approach is good. The hypothesis confirmed in level of significance 0.05 (5%) is 2.03, and degree of freedom (N-1) is 39 shows that there is a significant difference between the

grammar mastery of the seventh grade students of SMP 2 Nalumsari in academic year 2013/2014 before and after being taught by using inductive approach. The result of  $t_0$  (10.57) is higher than t-table (2.03). Therefore, it can be said that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is confirmed.

The writer has a suggestion that english teacher would be better to use various methods to improve the grammar mastery. One of them is by using inductive approach. In addition, the English teacher should motivate the students in mastering their grammar so that they have spirit in learning it.



## ABSTRAKSI

Haryanto, Mochammad. 2014. *Peningkatan Penguasaan Grammar oleh Siswa Kelas Tujuh SMP 2 Nalumsari, Jepara, Tahun Ajaran 2013/2014 dengan menggunakan pendekatan induktif*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing;(1) Agung Dwi Nurcahyo, SS. M.Pd. (2) Drs. Muh. Syafei, M.Pd.

Kata kata kunci : mengajar grammar, pendekatan induktif, antusias, peningkatan

Selama ini penulis mengajar grammar dengan menggunakan pendekatan deduktif. Langkah-langkah dalam pendekatan deduktif adalah dimulai dari bagian yang bersifat umum menuju ke bagian yang bersifat khusus. Dengan menggunakan teknik ini, penulis menemukan bahwa murid-murid kurang antusias dan kurang aktif. Disamping itu, rata-rata penguasaan grammar mereka masih dibawah KKM. Solusi diperlukan untuk mengoptimalkan aktivitas siswa di kelas, dan meningkatkan kemampuan grammar siswa. Salah satu pendekatan dalam mengajar bahasa Inggris yang dapat memfasilitasi hal tersebut adalah dengan pendekatan induksi.

Tujuan dari penelitian ini adalah untuk menemukan ada atau tidaknya perbedaan antara kemampuan siswa kelas tujuh SMP 2 Nalumsari Jepara tahun ajaran 2013/2014 sebelum dan sesudah diajarkan menggunakan pendekatan induksi.

Desain rancangan dari penelitian ini adalah quasi eksperimen (eksperimen semu) dengan menggunakan instrument tes. Penelitian eksperimen ini diterapkan untuk siswa kelas tujuh SMP 2 Nalumsari Jepara untuk mencari hasil kemampuan grammar mereka sebelum dan sesudah diajarkan dengan menggunakan pendekatan induksi. Dalam penelitian ini, guru memberikan pre-test kepada siswa, kemudian dilanjutkan pelaksanaan pengajaran menggunakan pendekatan induksi, dan langkah terakhir memberikan post-test pada siswa.

Hasil dari penelitian ini menunjukkan bahwa penggunaan pendekatan induksi dalam pengajaran grammar lebih efektif. Ini dapat diketahui dari hasil pre-test dan post-test. Hasil pre-test dengan nilai rata-rata (mean) = 69,8, median = 68,7, modus = 67,85 dan standar deviasi 7,2. Jadi hasil dari kemampuan siswa kelas tujuh SMP 2 Nalumsari Jepara tahun ajaran 2013/2014 adalah **sedang** sedangkan pada hasil post-test dengan nilai rata-rata (mean) = 76,05, median = 75,8, modus = 76,25, dan standar deviasi = 5,8. Jadi hasil dari kemampuan sesudah diajarkan menggunakan pendekatan induksi pada siswa kelas tujuh SMP 2 Nalumsari Jepara tahun ajaran 2013/2014 adalah baik. Hipotesis pada tingkat signifikan 0,05 (5%) = 2,03, dan tingkat kebebasan (N-1) = 39 menunjukkan bahwa ada perbedaan antara kemampuan grammar siswa kelas tujuh SMP 2 Nalumsari Jepara tahun ajaran 2013/2014 sebelum dan sesudah diajarkan

menggunakan pendekatan induksi. Hasil  $t_0$  (10,57) lebih tinggi dari  $t_t$  (2,03). Oleh karena itu dapat dikatakan bahwa null hipotesis ( $H_0$ ) ditolak, sementara alternatif hipotesis ( $H_a$ ) diterima.

Penulis menyarankan agar guru sebaiknya menggunakan metode yang variatif untuk meningkatkan kemampuan grammar. Salah satunya dengan menggunakan pendekatan induksi. Selain itu, guru seharusnya memotivasi siswa dalam penguasaan grammar sehingga mereka memiliki dorongan/semangat dalam mempelajarinya.



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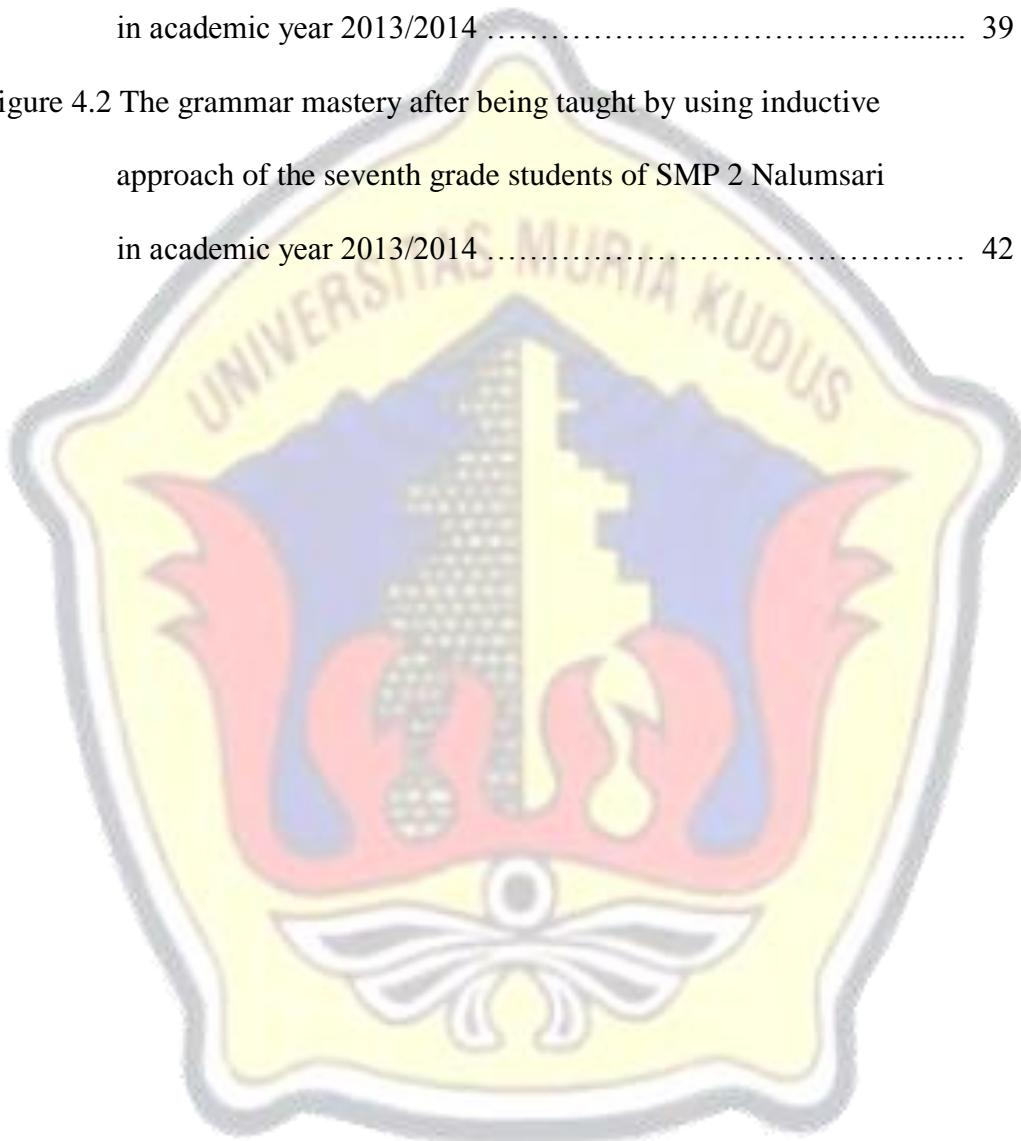
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