



THE EFFECTIVENESS OF USING INDUCTIVE METHOD TO IMPROVE THE STUDENTS' UNDERSTANDING ON SUBJECT-VERB AGREEMENT

EKA WIDIASTUTI, SAEFURROHMAN

English Department, Universitas Muhammadiyah Purwokerto

Article Info

Article history:

Submitted January 29, 2021

Accepted March 10, 2021

Published June 12, 2021

Keywords:

Subject-verb agreement,

Inductive method

Experiment

ABSTRACT (10 pt)

The aim of this research is to find out whether inductive method is effective or not for teaching subject-verb agreement. This research used quasi-experimental research design. Seventh grade students of SMP Negeri 2 Sokaraja was used as the subject of the research. VII-G class was used as the experimental group with 32 students and VII-F class was used as the control group with 32 students.

The data of this research was collected through pre-test and post-test to the experimental group and control group. The result of data showed that t-test value is higher than t-table in which t-test value is 3.10 and t-table in significant level of 0.05(5%), is 1.67. It means that the hypothesis is accepted and it can be concluded that inductive method is effective for teaching subject-verb agreement

1. Introduction

Having a correct grammar in writing and speaking English makes us easier to understand the meaning of a sentence, write and speak English fluently and accurately. Therefore, it would be impossible to learn English effectively without knowing its grammar. One of grammatical aspects that must be understood by students is subject-verb agreement. Subject-verb agreement states that both subject and verb in a sentence must agree. The subject and verb in a sentence must agree based on its subject in person or number. Because of this, students must consider whether both subject and verb are solid or not.

In teaching English grammar such as subject-verb agreement, there are some methods that can be used. One of them is inductive method. Inductive method can make the learning process not strict because it starts with examples. According to Lutfi Istikharoh (2017), "Inductive teaching focuses on allowing students to come to their own conclusions". It means that, in the teaching and learning process using inductive method, students are provided wide opportunities by teachers to explore and discover the patterns of the English grammar. After they discover the patterns of the English grammar, they can work in group or pair to implement the use of the patterns they found. Moreover, this method always places students as the center of learning.

In fact, there are still some students who are confused in the use of subject-verb agreement. As an example, the writer found a student in a school where the writer did the second internship program who wrote "She is be kind". As we know that "Is" is part of "Be" and "Be" covers "Is. Am, are". Is in that sentence functions as a verb. Therefore, the student should not write verb twice because "Is" is part of "Be". Therefore, in this research, the writer is interested in analyzing whether inductive method is effective or not for teaching subject-verb agreement.

3. Methodology

The method used in this research is quasi experimental research. According to Suwartono (2007), experimental research is done to know whether something can influence or cause the other things to happen or not. In addition, experimental research is a research that is intended to know whether there is an effect of something that is imposed on subject inquired (Arikunto, 2010; 207). In other words, experimental research is a research which is done to know whether there is a cause effect of something or not.

The population of this research is the seventh grade students of SMP Negeri 2 Sokaraja in academic year 2019/2020. Meanwhile, the sample of this research consisted of two groups. Those groups were experimental group and control group. In this research, the experimental group was 7G class and the control group was 7F class. For collecting the data, the researcher used tests which consisted of pre-test and post-test. Those tests were about subject-verb agreement and the kind of the test was objective test in the form of multiple choice test. In collecting the data, the researcher administered pre-test to the group first, then practiced teaching descriptive text to students and for the last meeting, the researcher administered post-test to the group..

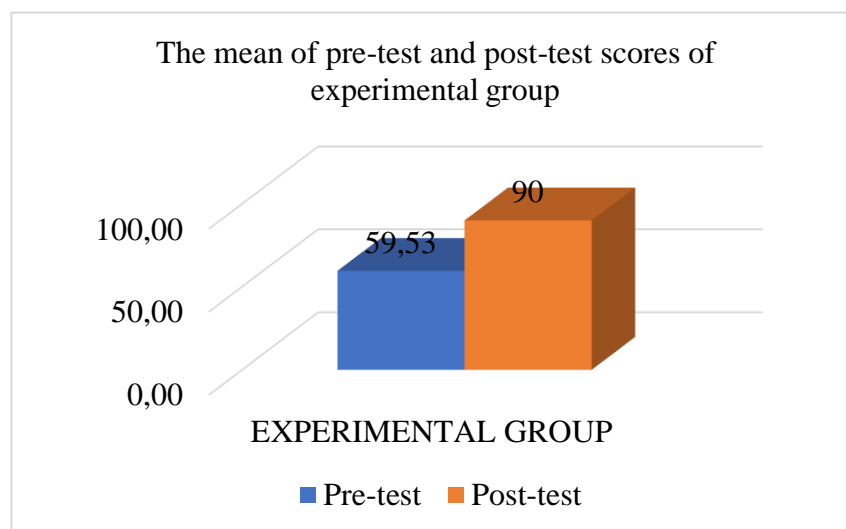
4. Findings and Discussion

Finding

The data was obtained through pre-test and post-test. Those tests were applied at two groups. VII-F class as the control group and VII-G class as the experimental group. Then the data was analyzed using t-test formula. The result of this research can be described below:

1. Experimental group

In this research, VII-G class as the experimental group with the number of students were 32. Through pre-test and post-test, there were two data which were obtained. Those were pre-test and post-test scores. The mean comparison of these scores can be seen through the chart below:

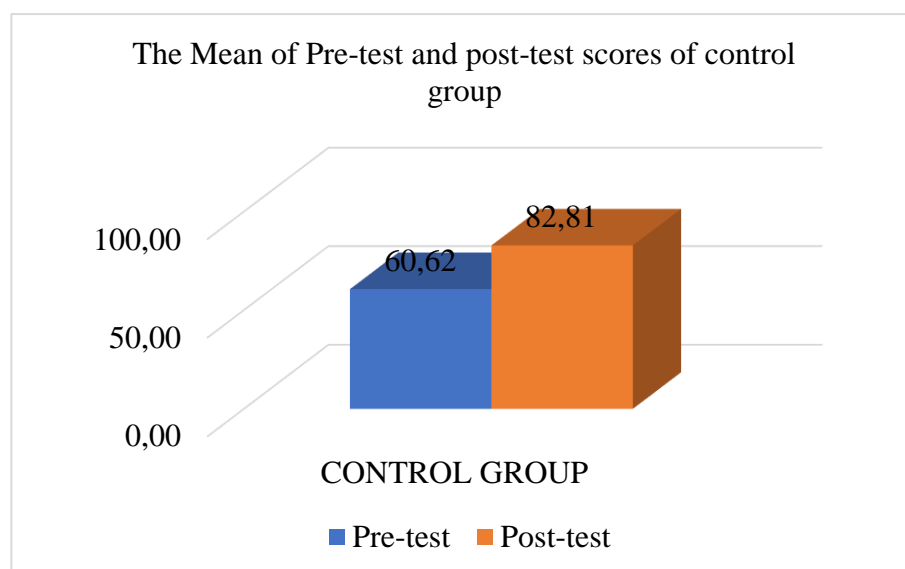


Based on the chart above, it can be seen that the mean of pre-test scores of the experimental

group is 59, 53. Meanwhile, the mean of post-test scores of this group is 90.

2. Control group

VII-F class as the control group of this research. The respondents of control group were 32 students. The mean comparison of pre-test and post-test scores of this group can be seen at the chart below:



Based on the chart above, it can be seen that the mean of pre-test scores of the control group is 60, 62. Meanwhile, the mean of post-test scores of the control group is 82, 81.

3. T-Test Calculation

In this research, the data was analyzed using t-test formula to know whether inductive method is effective or not for teaching subject-verb agreement. After the t-test calculation, the result showed that t-test value is 3.10 with degree of freedom is 62. Moreover, t-table is 1.67 in 0.05 (5%) level of significant. Therefore, it can be concluded that the t-test value is higher than t-table ($3.10 > 1.67$). In other word, inductive method is effective for teaching subject-verb agreement.

Discussion

In conducting this research, the researcher used test as an instrument for collecting data. The researcher conducted this research in six meetings which covered pre-test, treatment and post-test. The first meeting, the researcher administered pre-test to the experimental group and control group. The researcher administered the pre-test to the both of groups at the same day, but different time. The pre-test activity was intended to know the students' understanding about subject-verb agreement before getting treatments. At that time, the respondents did pre-test individually with the number of item tests were 20. They did the pre-test well and the classroom atmosphere was quite conducive.

The second meeting until forth meeting, the researcher gave treatments for experimental group. The treatment was teaching subject-verb agreement using inductive method at the experimental group. The researcher gave treatments for four meeting. In the experimental group, the students were very enthusiastic and motivated during learning process. They participated in the learning process such as actively asking to the teacher related to the material, discussing to

find the patterns of grammar with their friends and practicing to make English sentences using the patterns they got. They were very excited in learning the grammar using this method. After giving treatments, the researcher administered post-test to both of the groups. The number of item tests were 20. They did the post-test well and conductively. Post-test was intended to know the students improvement in understanding subject-verb agreement after getting treatments

4. Conclusion

Based on the result of this research, it can be concluded that inductive method is an effective method for teaching subject-verb agreement. It can be proved by t-test result in which t-test value is 3.10. Meanwhile t-table is 1.67. Thus, the t-test value is higher than t-table. In short, inductive method can be applied for teaching subject-verb agreement.

Inductive method has more positive effects for students during teaching and learning process. The students were actively involved in the learning process. It created motivating and challenging atmosphere in the classroom. Therefore, the students were very enthusiastic in asking questions, giving arguments, discussing and practicing to make English sentences using the patterns they found.

References

- Al-zu'bi, Mohammad Akram. 2015. *Effectiveness of Inductive and Deductive Methods in Teaching Grammar*. Australian International Academic Centre, Australia. Vol. 6(2). 187-193. Retrieved from: [https://www.academia.edu/27846639/Effectiveness_of_Inductive_and_Deductive Methods in Teaching Grammar](https://www.academia.edu/27846639/Effectiveness_of_Inductive_and_Deductive_Methods_in_Teaching_Grammar). Accessed on 25th February 2019.
- Anantri, Tama Aprezki. 2017. *An Error Analysis of Subject-Verb Agreement in Narrative Writing of the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang*. Thesis. Universitas Negeri Islam Raden Patah Palembang. Retrieved from: <http://eprints.radenfatah.ac.id/1146/1/TAMA%20APREZKI%20ANANTRI%20%2812250140%29.pdf>. Accessed on 25th February 2019.
- Arikunto, Suharsimi. 2010. *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta.
- Istikharoh, Lutfi. 2017. *Approaches to Language Teaching*. Yogyakarta: Pustaka Belajar.
- Cueva, Cesar Ochoa. 2019. ResearchGate: *A Comparison between Deductive and Inductive Approaches for Teaching EFL Grammar to High School Students*. International Journal of Instruction. Vol.12 (1). 225-236. Retrieved from: [https://www.researchgate.net/publication/330115354_A_Comparison_between_Deductive_and_Inductive_Approaches_for_Teaching_EFL_Grammar_to_High_School Students](https://www.researchgate.net/publication/330115354_A_Comparison_between_Deductive_and_Inductive_Approaches_for_Teaching_EFL_Grammar_to_High_School_Students). Accessed on 25th February 2019.
- Iwan Kurniawan, Sepriyana. 2016. *An Analysis of Students' Ability in Using Subject-Verb Agreement*. English Education: Jurnal Tadris Bahasa Inggris. Vol. 9. 327-343. Retrieved from: <http://ejournal.radenintan.ac.id/index.php/ENGEDU/article/view/379>. Accessed on 25th February 2019.
- Joki, Kimberly. 2016. *Grammar Basics: What is Subject-Verb Agreement?* <https://www.grammarly.com/blog/grammar-basics-what-is-subject-verb-agreement/> Accessed on 25th February 2019.
- Male, hendrikus. 2016. ResearchGate: *Understanding Inductive and deductive Approaches in Teaching Grammar in EFL Context*. J D P. Vol. 9 (1). 19-24. Retrieved from: https://www.researchgate.net/publication/328364582_UNDERSTANDING_INDUCTI

VE AND DEDUCTIVE APPROACHES IN TEACHING GRAMMAR IN EFL C ONTEXT. Accessed on 25th February 2019.

- Morganna, Ruly. 2016. *The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability*. Proceeding The 2nd International Conference on Teacher Training and Education Sebelas Maret University. Vol.2 (1). 246-252. Retrieved from: <https://jurnal.uns.ac.id/iccte/article/viewFile/8160/7320>. Accessed on 25th February 2019.
- Mali, Yustinus Calvin Gai & Made Frida Yulia. 2012. ResearchGate: *Students' Subject-Verb Agreement Errors in Paragraph Writing Class*. LLT Journal. Vol. 15 (2). 22-27. Retrieved from: https://www.researchgate.net/publication/316019575_Students%27_Subject-Verb_Agreement_Errors_in_Paragraph_Writing_Class. Accessed on 26th February 2019.
- Nesic, Ivana.D., Kimeta C. Hamidovic. 2015. ResearchGate: *Teaching English Grammar: Efficiency of Inductive and Deductive Approaches-Students' Perceptions*. Original Scientific Paper. DOI: 10.5937/ZRFFP45-9250. Retrieved from: https://www.researchgate.net/publication/293481795_Teaching_English_grammar_Efficiency_of_inductive_and_deductive_approaches_students%27_perceptions. Accessed on 5th July 2019.
- Rahayu, Nurbaiti. 2014. *The Effectiveness of Inductive Instruction in Teaching Simple Present Tense*. Thesis. Universitas Syarif Hidayatullah Jakarta. Retrieved from: <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25458/1/Nurbaiti%40watermark%20ok.pdf>. Accessed on 5th July 2019.
- Suwartono. 2007. *Akrab Dengan Penelitian*. Jakarta: Delta Aksara.
- Suryo, Anisa Kurniadhani & Yustisia, Karlina Karadila. 2017. ResearchGate: *The students' ability in using subject-verb agreement in Senior High School*. English Journal Merdeka. Vol.2 (2). 105-111. Retrieved from: https://www.researchgate.net/publication/330905772_The_Students'_Ability_in_Using_Subject-Verb_Agreement_in_Grade_XI_IPS_1_of_SMA_Ar-Rahmah_Malang. Accessed on 5th July 2019.
- T-Table. Retrieved from: <https://www.sjsu.edu/faculty/gerstman/StatPrimer/t-table.pdf>. Accessed on 20th January 2020.
- Zohra Kerbaa, Fatma. 2015. *The Role of Using the Inductive Approach in Mastering the Grammatical Rules. (Dissertation Proposal)*. Mohamed Kheidar University of Biskra. Retrieved from: <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/5972/1/Fatma%20Zohra%20KERBAA.pdf>. Accessed on 5th July 2019.