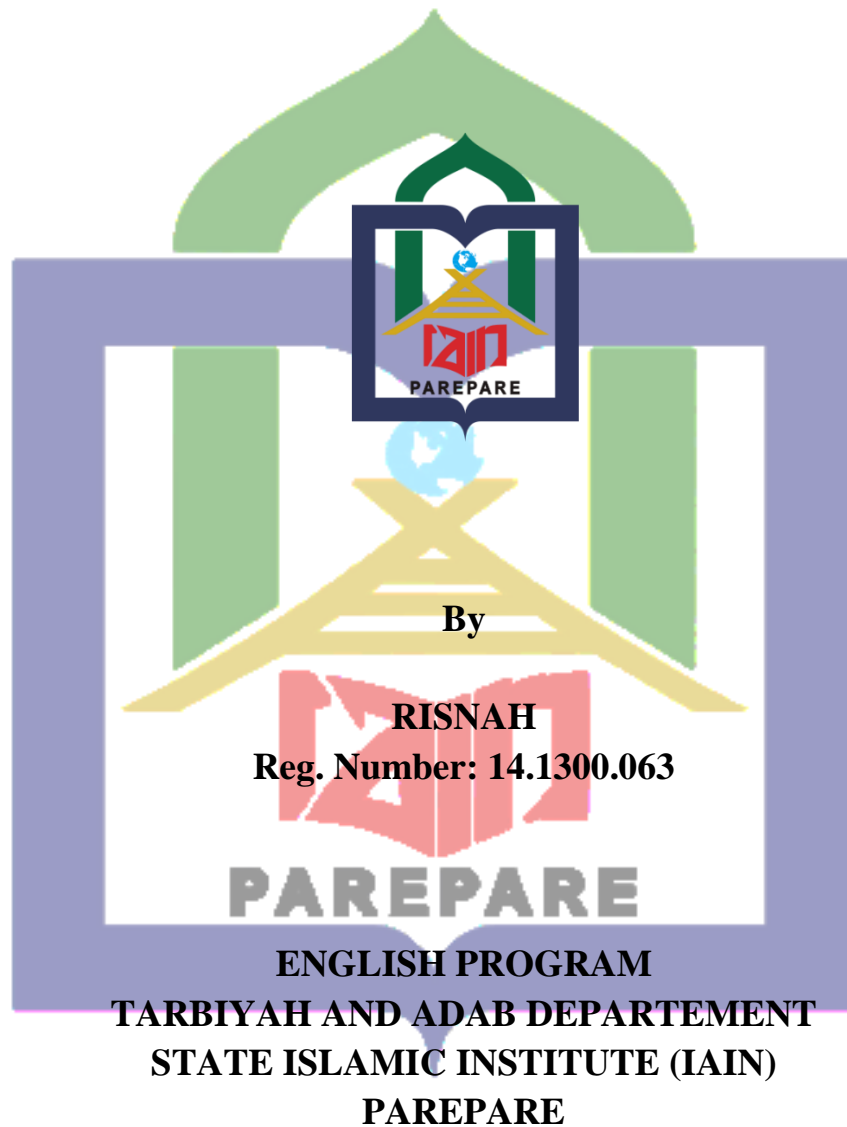


**THE EFFECTIVENESS OF INDUCTIVE APPROACH IN  
TEACHING PHRASES AT THE FIRST YEAR  
STUDENTS OF SMA NEGERI 3 PINRANG**



**2018**

**THE EFFECTIVENESS OF INDUCTIVE APPROACH IN  
TEACHING PHRASES AT THE FIRST YEAR  
STUDENTS OF SMA NEGERI 3 PINRANG**



**By**

**RISNAH**

**Reg. Number: 14.1300.063**

**Submitted to the English Program of Tarbiyah and Adab Department  
of State Islamic Institute Parepare in Partial Fulfillment  
of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd.)**

**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTEMENT  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

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**Skripsi**

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**ENGLISH PROGRAM  
TARBIYAH AND ADAB DEPARTEMENT  
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PAREPARE**

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TEACHING PHRASES AT THE FIRST YEAR  
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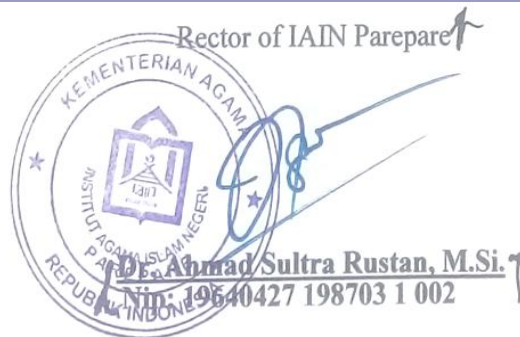
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Parepare, 7<sup>th</sup> June 2018

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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State that this *skripsi* is her own writing and if can be proved that it was copied, duplicated or compiled by any other people, this *skripsi* and the degree that has been gotten would be postponed.

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## ABSTRACT

**Risnah.** *The Effectiveness of Inductive Approach in Teaching Phrases at the First Year students of SMA Negeri 3 Pinrang*, (Supervised by Syarifuddin Tjali, and Abdul Haris Sunubi)

This study was aimed to see the effectiveness of inductive approach in teaching phrases at the first year students of SMA Negeri 3 Pinrang. Using inductive approach gives the opportunity to students in identifying the rule or formula of phrases before their teacher explain the rule itself. Moreover, the objective of this research is to get the empirical data of the differences between students' score of grammar test who were taught by using inductive approach and students' score of grammar test who were not taught by using inductive approach and to know how effective inductive approach in teaching phrases. The subject of this research is X.MIA.1 as the experimental class and X.MIA.2 as the control class which each class consist of 28 students.

The research method used in this research was a quantitative method using quasi-experimental design (nonequivalent control group). The data was collected through pretest and posttest. It aimed to know whether the inductive approach can improve students understanding about phrases or it can be said that whether the inductive approach is effective in teaching phrases.

Based on the calculation, the result of the data analysis by using t-test showed the value of  $t_{test} (t_o)$  was higher than  $t_{table} (t_t)$ ,  $t_o > t_t = 1,96 > 1,671$ , in significant degree of 0.05 (5%). As the statistical hypotheses show, if  $t_{test} (t_o) > t_{table} (t_t)$  in significant degree of 0.05 (5%), it means that the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. In conclusion, inductive approach is effective to use in teaching phrases.

**Keywords:** Effectiveness, Inductive Approach, Teaching Phrases.

## TABLE OF CONTENTS

PAGE OF TITTLE .....	i
SUBMITTED PAGE .....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iii
ENDORSEMENT OF EXAMINER COMMISSIONS .....	v
ACKNOWLEDGEMENT .....	vi
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	viii
ABSTRACT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I INTRODUCTION	
1.1 Background .....	1
1.2 Problem Statement .....	3
1.3 Objectives of the Research .....	3
1.4 Signification of the Research .....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Idea .....	5
2.1.1 The Concept of Effectiveness .....	5
2.1.2 Definition of Approach .....	6
2.1.3 Inductive Approach .....	7
2.1.4 Deductive Approach .....	10
2.1.5 The Concept of Phrase .....	14

2.2 The Previous Related Findings .....	23
2.3 Conceptual Framework .....	26
2.4 Hypothesis .....	26
2.5 Operational Definition of Variable .....	28
<b>CHAPTER III METHOD OF THE RESEARCH</b>	
3.1 Research Design .....	29
3.2 Location and Duration of the Research .....	30
3.3 Population and Sample .....	30
3.4 Procedure and Instrument of Collecting Data .....	31
3.5 Technique of Data Analysis .....	31
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
4.1 Research Findings .....	35
4.2 Discussion .....	45
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion .....	51
5.2 Suggestion .....	52
<b>BIBLIOGRAPHY .....</b>	<b>53</b>
<b>APPENDICES .....</b>	<b>56</b>

## LIST OF TABLES

Table Number	Name of Tables	Page
3.1	Population Data of The First Year Students of SMAN 3 Pinrang	30
3.2	Classification Students' Score	32
4.1	Student's Score of Experimental Class	35
4.2	The Rate Percentage of Frequency Pretest Score of Experimental Class	37
4.3	The Rate Percentage of Frequency Posttest Score of Experimental Class	38
4.4	Student's Score of Control Class	39
4.5	The Rate Percentage of Frequency Pretest Score of Control Class	41
4.6	The Rate Percentage of Frequency Pretest Score of Control Class	42

## LIST OF FIGURES

Figure's Number	Name of Figures	Page
4.1	Mean Score of Pretest and Posttest of Experimental Class	37
4.2	Frequency Distribution Pretest Score of Experimental Class	38
4.3	Frequency Distribution posttest Score of Experimental Class	39
4.4	Mean Score of Pretest and Posttest of Control Class	41
4.5	Frequency Distribution Pretest Score of Control Class	42
4.6	Frequency Distribution posttest Score of Control Class	43
4.7	The Comparison of Pre-test and Post-test in Experimental Class and Control Class	46

## LIST OF APPENDICES

Appendices Number	Name of Appendices	Page
1	Lesson Plan	56
2	Instrument of Collecting Data	61
3	Answer Key of the Pretest and Posttest	63
4	Students Score in Pretest and Posttest (Experimental Class)	65
5	Students Score in Pretest and Posttest (Control Class)	66
6	Test of Data Normality by Using Liliefors Test	67
7	Tabel Luas O – Z	71
8	Tabel Critical Value for Liliefors Test for Normality	72
9	Students Pretest and Posttest Worksheet (Experimental Class)	73
10	Students Pretest and Posttest Worksheet (Control Class)	81
11	Table of Degree of Freedom	89
12	Documentation	92

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Grammar is multi-dimensional. It is a formal mechanism, a functional system from signaling meaning, or a dynamic resource which both users and learners call on in different ways at different times. The main goal of grammar teaching is to enable learners to achieve linguistic competence; learners use grammar as a tool or resource for comprehension, and creation of oral and written discourse efficiently, effectively, and appropriately depending on the situation.

Grammar of a language is what happens to words when its become plural or negative, or what word order is used when making questions or joining two clauses to make one sentence.<sup>1</sup> Furthermore, in another definition states that grammar is rules of forming word and making sentences.<sup>2</sup>

Teaching grammar in foreign language has always been the main issue which is discussed among language teachers. Each language has unique grammar and native speakers acquire their mother tongue without learning the grammar rules. This is the reason that approaches to teach grammar are debated.

In the past, grammar is being the fundamental goal in foreign language classrooms. It was thought to form correct sentences both written and orally which is the rule is presented in the textbooks so they will learn the rule of grammar first. Grammar rules are presented with examples. Exceptions to each rule are also noted.

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<sup>1</sup> Jeremy Harmer, *Teaching and Learning Grammar* (London: Longman, 1987), p.1.

<sup>2</sup> Victoria Bull, ed., *Oxford Learner's Pocket Dictionary* (Fourth Edition; Oxford: Oxford Unity Press, 2008), p.193.



Once students understand a rule, they are asked to apply it to some examples.<sup>3</sup> This teaching type usually is called deductive approach and mostly applied in grammar-translation method.

However deductive approach is not the only one approach in teaching grammar. There is an approach except deductive approach which is usually used in teaching grammar. This approach is called inductive approach. Inductive approach involves the student's perspective, it is easier for the student to learn the concept. Concepts under this method can be personalized and easily remembered and understood. This is an approach of discovery and can be time-consuming as well as demanding of a student's imagination and creativity. Inductive teaching is perfectly suited for a small group of students with a competent and experienced teacher who knows how to make adjustments throughout the lesson.

Inductive approach appears to avoid learners attention which is directed to grammar rules rather than understanding the language. In inductive approach, learners are thought the grammar as well. It allows the learners to discover the grammar rules by themselves by analyzing the examples which are given. Phrase as the part of grammar is a grammar material that most of the students know the rule to form it but they do not exactly understand how to use the rule in use of forming the phrase itself.

Based on that problem, the researcher mostly interests to use the inductive approach to solve the students' weakness to know and understand the rule to form the phrase. Adopting an inductive approach to English grammar teaching can help

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<sup>3</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (Oxford: Oxford Unity Press, 2000), p.20.

students to rediscover their subconscious of English grammar and bring it to consciousness, as the grammar of a language is acquired through abstracting a set of grammatical rule from language data, rather than through imitation. The researcher will try to apply inductive approach to learn phrase because this approach will help student to discover the rule of the phrase by themselves from the provided examples.

Concern to the explanation above, the researcher decides to determine the title of her research “The Effectiveness of Inductive Approach in Teaching Phrases at the First Year Students of SMA Negeri 3 Pinrang”

## **1.2 Problem statement**

By viewing of the background above: the researcher formulates the research question as follow:

- 1.2.1 How is the Students’ phrases mastery before and after being taught by using inductive approach?
- 1.2.2 How is the Students’ phrases mastery before and after being taught by using deductive approach?

## **1.3 Objective of the Research**

Related to the research question above, the objectives of the research are:

- 1.3.1 To find out the Students’ phrases mastery before and after being taught by using inductive approach.
- 1.3.2 To find out the Students’ phrases mastery before and after taught by using deductive approach.

#### 1.4 Significance of the Research

There are some significances of this research, as follows:

- 1.4.1 For the students: this research will bring great advantages to students for instance: Students know how to form words to be phrase and understand it well which probably has never been taught before. Therefore, the students can form the phrase properly.
- 1.4.2 For the teacher: the teacher can find out the new approach to teach phrase in English which is compatible to improve students understanding of forming and using rule of the phrase that students have found based on the provided examples.
- 1.4.3 For the researcher: the researcher can find many experiences in her research and also can discover the best approach to teach English grammar.
- 1.4.4 For other researchers: The result of this study is expected to give other resources of the studies. This study can help them in conducting the related research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Idea

##### 2.1.1 The Concept of Effectiveness

The effectiveness of an approach in language teaching will give motivation to the students to improve the students' understanding about the teaching materials. Effectiveness is showing the level of achievement of something. Something can be said effective if the objective of that thing is achieved. Ideally, Effectiveness can be expressed with a rather certain size measure.<sup>1</sup>

Generally, effectiveness shows how far the achievement of a goal has been determined. Effectiveness refers to the targeted output. Effectiveness is one of the important factors in learning because it determines the success level of used approach. Furthermore, effectiveness can be interpreted as students' success action to achieve specific purpose that can bring maximum learning outcomes.<sup>2</sup> The effectiveness of the learning process is about the way, technique, strategy and approach which is used in achieving the purpose. Moreover, effectiveness is action or effort that brings result.

Based on the explanation about effectiveness above, it can be concluded that effectiveness is the level of success achieved from the application of an approach to learning. In this case the effectiveness itself is measured by students' learning outcomes. If the students' learning outcomes (posttest) get improvement, the

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<sup>1</sup> Hassan Shadily, *Ensiklopedi Indonesia* (Cet II; Jakarta: Ikhtiar Baru Van-Hove, 2003), p.883.

<sup>2</sup> Nana Sudjana, *Media Pengajaran*, (Bandung: Sinar Baru, 1990), p.50.

approach can be said as an effective approach. In contrast, if the students' learning outcomes is not increase, the approach can be said as a non effective approach. So the effectiveness of inductive approach in teaching phrases at the first year students of SMAN 3 Pinrang is measured by the output of the learning phrases which is it called as the posttest.

There is some factors that influencing the effectiveness of learning process. It can be the teachers, students, learning materials, method or approach in language teaching and learning. For this research, the researcher focuses on the effectiveness of inductive approach in teaching phrases. The research uses the criteria of effectiveness if in learning outcomes (posttest) of experimental class is higher than control class.

### 2.1.2 Definition of Approach

Approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It is different with method. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. A technique is the implementation that which actually takes place in the classroom. It is a particular trick, stratagem, or contrivance used to accomplish an intermediate objective. Technique must be consistent with a method, and therefore in harmony with an approach.<sup>3</sup>

In short, it can be concluded that according to Anthony's model, approach is the level at assumption and beliefs about language and language learning are

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<sup>3</sup> Edward M Anthony. *Approach Method and Technique: English Learning* (An Arbor: University of Michigan Press, 1963), p.63.

specified. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Technique is the level at which classroom procedures are described.

In case of teaching grammar, there are two basic ways to introduce a new grammatical item, deductively and inductively. In a deductive approach, the teacher presents the grammar rule and then gives student exercises in which they apply the rules. In an inductive approach, the teacher presents the samples of language, and the students have to come to an intuitive understanding of the rule.<sup>4</sup>

The popularity of these two approaches has alternated through the year. The traditional grammar-translation method was based on deduction. This method was then challenged by audiolingualism. A basic tenet of audiolingualism was that student should learn inductively. “Learning by analogy, not analysis” was a popular motto of audio linguists. In fact, the deductive and inductive approaches are not mutually exclusive, and most teachers probably deploy both in their teaching. Notwithstanding the fact that deductive and inductive approaches have the common goal of teaching grammar they separate from each other in terms of way of teaching.

### 2.1.3 Inductive Approach

There are some arguments about the meaning of inductive approach. According to Thornbury, an inductive approach, without having met the rule, the learner studies examples and from these examples drives an understanding of the rule.<sup>5</sup> The one who is generalizing the formula or the rule is the students, without the

<sup>4</sup> David Nunan. *Practical English Language Teaching : Grammar* (Singapore, Mc Graw Hill, 2005), p. 15.

<sup>5</sup> Scott Thornbury, *How to Teach Grammar* ( Harlow: Longman, 1999), p. 49.

teacher's help. His argument shows that students are expected to increase their autonomy. Also, Allen and Valette added, after giving the examples at the first presentation the students practice the form in sentences and they are guided to generalize the grammatical point in structure that teacher had given.<sup>6</sup>

Inductive approach as a process where learners discover the grammar rules themselves by examining the examples.<sup>7</sup> In an inductive approach, it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text or an audio rather than isolated sentences. Then learners work on the examples and try to discover the rules themselves. When students obtain the grammar rules and they practice the language by creating their own examples.

Those arguments can be concluded that in using inductive approach in teaching grammar, the teacher state the students identify the rule by themselves through the examples which are given by the teacher.

#### **2.1.3.1 Teaching Procedure by Using Inductive Approach**

According to Allen and Valette, there are three steps of teaching grammar inductively:

##### **1. The examples' presentation**

When teachers use inductive approach in teaching grammar, the first steps that they have to do is giving the examples of the material before giving the formula or rule. They give some examples that make sense or contextual in order to make

<sup>6</sup> Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language*, (New York: Harcourt Brace Jovanovich, 1977), p. 90.

<sup>7</sup> David Nunan. *Second Language Teaching&Learning* (Boston: Heinle&Heinle Publishers, 1999), p. 164.

students can understand that matter easily. The examples may be given in written or oral presentation.

## 2. Oral or written practice

The second step of teaching grammar inductively is giving the students oral or written practice. After giving the examples of the pattern of the material, teachers will ask the students to practice or make other examples of the material pattern that they learn. This step makes students familiarly with the pattern of the material. It guides student to understand the rule from the examples.

## 3. Identifying the rule of pattern

Identifying the rule of pattern is the last steps of teaching grammar inductively. In this step, the teachers will state the rule in order to guide their students in identifying the rule. Moreover, students can formulate the rule by themselves because they have shown and made some examples of the material. So, it will be easier for them to identify the rule.<sup>8</sup>

### 2.1.3.2 Advantages of Inductive Approach

The advantages of inductive approach are as follow:

1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
2. Learners' greater degree of cognitive depth is "exploited."
3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.

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<sup>8</sup> Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language*, p. 90.



4. The approach involves learners' pattern-recognition and problem-solving abilities, in which particular learners are interested in this challenge.
5. If the problem-solving is done collaboratively, learners get an opportunity for extra language practice.

### 2.1.3.3 Disadvantages of Inductive Approach

The disadvantages of an inductive approach include:

1. The approach is time and energy-consuming, as it leads learners to have the appropriate concept of the rule.
2. The concepts which are given implicitly may lead the learners to have the wrong concepts of the rule taught.
3. The approach can place emphasis on teachers in planning a lesson.
4. It encourages the teacher to design data or materials taught carefully and systematically.
5. The approach may frustrate the learners with their personal learning styles, or their past learning experience (or both) would prefer simply to be told the rule.

### 2.1.4 Deductive Approach

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied.<sup>9</sup> According to Thornbury's three basic principles, a deductive lesson starts with presentation of the

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<sup>9</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*. (London: Prentice Hall International LTD, 1991), p.143.

rules by the teacher. Secondly, the teacher gives examples by highlighting the grammar structures. Then students make practice with the rules and produce their own examples at the end of the lesson.

#### **2.1.4.1 Teaching Procedure by Using Deductive Approach**

Allen and Valette stated that there are three steps of teaching grammar deductively:

1. Statement of the rule or pattern

The first step of teaching grammar deductively is the statement of the rule or pattern. At the first presentation, teachers state the rule or the pattern of the material that they want to teach to their students. It can be done by using written or oral presentation. It gets straight to the point and this will allow more time for practice and application.

2. Imitation of the sentence that teachers give in example

After teachers state the rule and give the examples in a sentence, the next step to do is asking the students to make the other sentence by themselves which is based on the rule that teachers have explained. In this step, students imitate the pattern that has explained in some examples. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style

3. Practice the new pattern

When understanding the pattern or rule, students are expected to do more practice about that new pattern. Therefore they can memorize the rule and easy to make sentences in written or oral. They can engage in some practice using the grammar, which can be a correction task, listening task or production talk. The point

is that practice using the grammar is essential to help the students to add the grammar to their personal language system.

#### **2.1.4.2 Advantages of Deductive Approach**

The advantages of a deductive approach are:

1. It gets straight to the point. Therefore it can be time-saving. Many rules, especially rules of form – can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
2. It respects the intelligence and maturity of many – especially adult students and acknowledges the role of cognitive processes in language acquisition.
3. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
4. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

#### **2.1.4.3 Disadvantages of Deductive Approach**

Here are some possible disadvantages of deductive approach

1. Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones. They may not have sufficient metalanguage (i.e. language used to talk about language such as grammar terminology). Or they may not be able to understand the concepts involved.
2. Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher explanation is often at the expense of student involvement and interaction.
3. Explanation is seldom as memorable as other forms of presentation, such as a demonstration.

4. Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

#### **2.1.4.4 The Difference between Deductive and Inductive Approach**

A deductive and an inductive approach basically differentiate into lesson procedures, learner roles, teacher roles and usage of metalanguage in the teaching process. A deductive approach is based on the top-down theory which the presentation and explanation of grammar rules take the precedence over teaching. The language is taught from the whole to parts so learners understand the grammar rules and structures firstly. Next, they see the examples provided by the teacher and finally, they begin to produce their own examples. In contrast to this, an inductive teaching is based on the bottom-up theory which accepts the view that language learners tend to focus on parts rather than the whole. For this reason, the teaching process begins with a text, audio or visual in a context. Secondly, learners work on the material to find the rules themselves. In the final stage, they give their own examples.

One another significant difference is the role of the teacher. In a deductive teaching teacher is the authority in the classroom. The main role of the teacher is to present the new grammar item to the learners. The second role is to prepare exercises for the students. The teacher is the organizer and controller of the classroom. Conversely in an inductive teaching teacher behaves as a guide and helper while students study the grammar rules themselves. It appears that while deductive approach is teacher-centered and traditional, inductive approach is student-centered.

A deductive approach makes language too descriptive by using language terminology. This leads to the perception that a language is only a tool for making

descriptions.<sup>10</sup> That is to say, while grammar is learned consciously in deductive approach, it is learned subconsciously in inductive approach. Therefore, it seems that an inductive approach is more natural and parallel to the language acquisition process.

### 2.1.5 Concept of Phrase

The simplest way of forming a phrase is by merging (a technical term meaning ‘combining’ two words together).<sup>11</sup> Furthermore, Kolln explained that a phrase is a word or group of word that functions as a unit within the sentences.<sup>12</sup> Another one states that phrase is two or more words that function together as a group.<sup>13</sup> For sum up, the phrase is the combination of two or more than two words as an item which is meaningful without containing subject and predicate.

#### 2.1.5.1 The Kinds of phrase

There are several kinds of phrase, in relation with this research, so the phrases that will be explained as follows:

##### 2.1.3.2.1 Noun Phrase

Noun Phrase is group of word (two or more words) which is ended by a noun that becomes a central idea. In this phrase, the headword is a noun. Noun phrase is a

<sup>10</sup> Rutherford, W. and Smith, M.S. (eds), *Grammar and Second Language Teaching: A Book of Readings*, (New York: Heinle&Heinle, 1988), p. 67

<sup>11</sup> Andrew Radford, *An Introduction English Syntax*, (Cambridge: Cambridge University Press, 2004), p. 38.

<sup>12</sup> Marta Kolln and Robert Funk, *Understanding English Grammar*, (Eight Edition; United States: Canada, 2001), p. 18.

<sup>13</sup> Michael Swan, *Practical English Usage*, (Third Edition; Oxford: Oxford University Press, 2005), p. xxii.

group of words (e.g. article + adjective + noun) which acts as the subject, object or complement of a clause. The word order of a Noun phrase is as follow:

Pre Modifier + Head

Examples:

1. Luxurious car
2. Beautiful girl
3. Grammar book

Head + Post Modifier

Examples:

1. Something nice
2. Parts of speech
3. Parcel on my desk

Pre Modifier + Head + Post Modifier

Examples:

1. Two glasses of water
2. The girl from Pinrang
3. Five boxes of cake

According to Lecch, on a book, The structure of noun phrase has three elements, they are:<sup>14</sup>

1. The heads of a noun phrase are:

- 1). A noun, e.g : the doll, school, wall, car, dog, dear Margaret
- 2). A noun phrase, e.g : a grammar book

<sup>14</sup> Lecch, G., Deuchar, M, and Hoogenroad,R. *English Grammar for Today : A New Introduction* (London : The Macmilan Press Ltd, 1982), p. 60.

- 3). A pronoun, e.g: they kicked us you and me, mine this dog
2. The pre-modifiers of a noun phrase are
  - 1) Determiner, e.g : this morning, what a girl
  - 2) Enumerator, e.g : two eggs, the third man
  - 3) Adjective, e.g : red shoes, older music
  - 4) Noun, e.g : a garden fence, a gold ring
  - 5) Possessive Pronoun, e.g : my book, their teacher,
3. The post-modifiers of noun phrase are:
  - 1) The prepositional phrase, e.g : the best day of my life
  - 2) Adjective, e.g: something nice
  - 3) Noun phrase, e.g : Jokowi the president of Indonesia

According to Quirk and Greenbaum, the noun phrase typically functions as subject, object, complement of sentences, and as a complement in prepositional phrase.<sup>15</sup>

The following is a brief list, with illustrations, of the possible functions of noun phrases:

1. Subject is a word, phrase, or clause that problems actions of or act upon the verb. For example *The people in the bus* escaped through the emergency exit.
2. Direct object is a word, phrase, or clause that follows a transitive verb and answer the question “who?” or “what?” receives the action of the verb. For examples: The children *eat all the cookies*, They are testing *some new equipment*.

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<sup>15</sup> Randolph Quirk and Sidney Greenbaum, *A University Grammar of English*, (UK: Longman Group, 1989), p. 59.

3. Indirect object is word, phrase, or clause that indicate to or for whom or what the action of an intransitive verb is a performer. For examples: My husband bought *me flowers*, The bank gave *David* a loan.
4. Subject complement is a word, phrase, or clause that follows a popular, or linking verb and describes the subject of a clause. The terms *predicate nominative* and *predicate noun* are also used for noun phrase that functions as subject complement. For example: The performance was *a test of their physical endurance*.
5. Object complement is defined as noun, pronoun, noun phrase, adjective, and adjective phrase the directly and modify the direct object. For examples: My aunt calls my uncle *sweat heart*, Many of us consider her *the best candidate*.
6. The complement of a preposition is a word, phrase, or clause the directly follows a preposition and completes the meaning of prepositional phrase. For example: The box of chocolates is intended for *your children*.
7. Pre-modifier of a noun or noun phrase, a noun phrase modifier a word, phrase, or clause that modifies or describes a noun including pronoun or noun phrase. For examples: *The child* actor won an award, *Milk* production is down this year.
8. An adjunct adverbial is a word, please or clause that modifies an entire clause by providing additional information about time, place, manner, condition, purpose, reason, result, and concession. For examples: *today* they children woke up early. The term finishes *next week*. You will not succeed *that way*.<sup>16</sup>

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<sup>16</sup> Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar* (Second Edition; Longman: Pearson Education Limited, 2002), p. 53.



### 2.1.3.1.2 Verb Phrase

A verb phrase consists of a finite verb plus all of its auxiliaries. A verb phrase may contain two, three or more words, the last of which is the main or “notional” verb. All other words are auxiliaries which convey such concepts as tense, voice, and mood.<sup>17</sup> The typical structure of the verb phrase consists of the main verb preceded optionally by a maximum of four auxiliary verbs. The four belong to different subclasses of auxiliaries.

Auxiliary 1    auxiliary 2    auxiliary 3    auxiliary 4    main verb

It is very unusual for all four auxiliaries to appear in one verb phrase, but if two or more auxiliaries co-occur they must appear in the sequence indicated in the diagram.

Regular main verbs have four forms that are constructed in this way:

1. Base form. The base form is what we find in dictionary entries: laugh, mention, play.
2. –s form. The –s form adds the base form an ending in –s: laughs, mentions, plays.
3. –ing participle. The –ing participle adds to the base form an ending –ing: laughing, mentioning, playing.
4. –ed form (past or –ed participle). The –ed form adds to the base form an ending in –ed: laughed, mentioned, played.

The addition of the endings involves some rules of pronunciation and spelling that depend on how the base form ends. For example, the *-ed* ending is pronounced as

<sup>17</sup> Lyda E. LaPalombara, *An Introduction to Grammar: Traditional Structural, Transformational* (Cambridge: Winthrop Publisher, Inc, 1976), p. 65.

a separate syllable in *loaded* but not in *laughed*; the final consonant of the base form is doubled in the spelling of *plotted* but not in the spelling of *revolted*. Similarly, the *-s* ending is pronounced as a separate syllable and spelled *-es* in *passes*. (For the spelling rules, see A.4. in the Appendix.) The *-ed* form represents two distinct functions that are differentiated in the forms of some irregular verbs. Contrast the one form for *laugh* in the following sets of sentences with the two forms of *give* and *speak*:

<b>past</b>	She <i>laughed</i> at us.
	She <i>gave</i> us a smile.
	She <i>spoke</i> to us.
<b>-ed participle</b>	She has <i>laughed</i> at us.
	She has <i>given</i> us a smile.
	She has <i>spoken</i> to us.

Irregular main verbs have either fewer or more forms than regular main verbs. For example, *put* has only three forms: *put*, *puts*, *putting*. *Put* serves as the base form and also as the *-ed* form in the functions of the past and of the *-ed* participle:

<b>base form</b>	They always <i>put</i> the cat out at night.
<b>-ed form: past</b>	They <i>put</i> the cat out last night.
<b>-ed form: -ed participle</b>	They have <i>put</i> the cat out.

The irregular verb *be* has the most forms, eight in all:<sup>18</sup>

<b>base form</b>	<i>be</i>
<b>present</b>	<i>am, is, are</i>
<b>past</b>	<i>was, were</i>

<sup>18</sup> Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, p. 53-55.

**-ing participle**                      *being*

**-ed participle**                      *been*

#### 1.1.1.1.2 Prepositional Phrase

An important element of English sentences is the prepositional phrase. It consists of preposition and its object.<sup>19</sup> Preposition is usually followed by a noun or pronoun, which is called the object of the preposition. The preposition together with the object and its modifiers is called a prepositional phrase.<sup>20</sup> The formula of the prepositional phrase is as follow:

Preposition + Object of preposition

In most English sentence “place” comes before “time.” Sometimes a prepositional phrase comes at the beginning of a sentence.

Examples:

1. We went to the zoo ***in the afternoon.***

2. ***In the afternoon,*** we went to the zoo.

The following list consists of some of the preposition which is frequently used in speaking and writing.

*About* twenty minutes

*among* the chefs

*Above* the car

*around* the earth

*Across* the bridge

*at* midnight

*After* the dance

*before* the exam

*Against* all odds

*behind* the tiny door

<sup>19</sup> Betty Schramper Azar, *Understanding and Using English Grammar* (Second Edition; New Jersey: Prentice Hall Regents, 1989), p.A2.

<sup>20</sup> Ann Cole Brown, *Grammar and Composition* (Boston: Houghton Mifflin English, 1984), p. 54.



<i>Along</i> the ridge	<i>below</i> the street
<i>Beneath</i> the tree	<i>on</i> the hug egg
<i>Beside</i> the bench	<i>onto</i> the trampoline
<i>Besides</i> hard work	<i>out</i> the door
<i>Between</i> you and me	<i>outside</i> my house
<i>Beyond</i> the trees	<i>over</i> the lifeboat
<i>By</i> seven o'clock	<i>past</i> the last station
<i>Despite</i> the loss	<i>since</i> the game
<i>Down</i> the well	<i>through</i> the hedges
<i>During</i> the struggle	<i>till</i> tomorrow
<i>Except</i> my sister	<i>to</i> us
<i>For</i> the school	<i>toward</i> the end
<i>From</i> officer Suarez	<i>under</i> the new mayor
<i>In</i> his eyes	<i>underneath</i> the ledge
<i>Inside</i> the refrigerator	<i>until</i> the third quarter
<i>Into</i> the frying fan	<i>up</i> the chimney
<i>Like</i> a huge weight	<i>upon</i> her head
<i>Near</i> the rapids	<i>with</i> the flamingos
<i>Of</i> grapefruit slices	<i>within</i> our class
<i>Off</i> the highway	<i>without</i> a sound

Some prepositions, called compound preposition, are made up of more than one word. The compound prepositions are in italic type in the following list.

<i>According to</i> the paper	<i>in place of</i> sugar
<i>Aside from</i> your objections	<i>in regard to</i> a question

<i>As of yesterday</i>	<i>in spite of everything</i>
<i>As well as his wallet</i>	<i>instead of my sister</i>
<i>Because of the rain</i>	<i>on account of the storm</i>
<i>By means of a telephone</i>	<i>on top of the mountain</i>
<i>In addition to eggs</i>	<i>out of the sky</i>
<i>In front of the house</i>	<i>prior to your call</i> <sup>21</sup>

The phrase expresses a relationship between the object and another word in the sentence. The relationship might have to do with location. By using a prepositional phrase, you tell your listener or reader where someone or something is.

Prep.    Obj.

Two sheep were **under the tree**.

In the preceding sentence, the prepositional phrase explains where the sheep were in relation to the tree. Under the tree is a prepositional phrase that adds an important descriptive detail to the sentence.

Many prepositional phrases explain relationships of time. They tell when the something happened.

Prep.    Obj.

We went to a restaurant **after the game**. [The prepositional phrase explains when we went to the restaurant.]

A prepositional phrase may have more than one object, as in the following example.

<sup>21</sup> Ann Cole Brown, *Grammar and Composition*, p. 51-52.

Prep. Obj.                      Obj.

They gazed contentedly **on weeds and grass**. [The prepositional phrase includes the preposition, on, and the objects, weed, and grass.]

Prepositional phrases are like adjectives and adverbs, for they add details that make sentences more informative and complete. To recognize and to use the prepositional phrase, you should be able to identify preposition.<sup>22</sup>

## 2.2 The Previous Related Findings

Some researchers have carried out research related to inductive approach and what they found is shown in the following:

Risma Asriany A.G, Burhanuddin Arafah, Abd. Hakim Yassi, in their research that title “Deductive and inductive method in teaching passive English construction (A Study at *STKIP YPUP* Makassar)” found that The analysis data which were obtained through questionnaires, observation, interview, and test showed there is significant difference on grammar improvement in test score after using the deductive method. On the other hand, a deductive method is more effective to improve students of *STKIP YPUP* Makassar in their English grammar especially English passive construction.<sup>23</sup>

The comparative study of using deductive and inductive techniques in teaching present continuous tense (a case study in *MTs. Syafi'iyah* Pulorejo Ngoro Jombang East Java) written by Zakiyatul Fuadah. Based on the analysis of t-test, her research showed that there is no significant difference between students' achievement

<sup>22</sup> Ann Cole Brown, *Grammar and Composition*, p. 69-70.

<sup>23</sup> Risma Asriany A.G, Burhanuddin Arafah, Abd. Hakim Yassi, “Deductive and Inductive Method in Teaching Passive English Construction” (*Disertasi Doktor* Program Pascasarjana, Universitas Hasanuddin: Makassar, 2012), p. viii.

in learning present tense by using both inductive and deductive technique at the seventh grade of *MTs. Syafi'iyah* Pulorejo Ngoro Jombang East Java.<sup>24</sup>

Another study that related to this method was done by Nurbaiti Rahayu, the title of her study is “The effectiveness of inductive instruction in teaching simple present tense (a quasi-experimental study at the Seventh Grade of SMP Islam Bait Al-Rahman)”. The objective of her research is to get the empirical data of the differences between students’ score of simple present tense who were taught inductively and students’ score of simple present tense who were taught deductively, and to know how effective inductive instruction in teaching simple present tense, the method that is used in her research is a quasi-experimental study. The population of her research is students at the seventh grade of SMP Islam Bait Al-Rahman. The subjects of her research are VII-A and VII-C, in which VII-A was chosen as the control class and VII-C as the experimental class. The result of data analysis by using t-test showed the value of  $t_0$  is 2.6 with degree of freedom 54 in significant degrees 0.05 (5%), and  $t_t$  is -1.674. It means that  $t_0 > t_t$  ( $t_0$  is higher than  $t_t$ ). On the other hand, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. It should be indicated that inductive instruction is an effective instruction in teaching simple present tense, but in this research, both experimental class and control class were getting the improvement in post-test score. The score was different at 5 points only. Therefore,

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<sup>24</sup> Zakiyatul Fuadah, “The Comparative Study of Using Deductive and Inductive Techniques in Teaching Present Continuous Tense” (unpublished *Skripsi* in Faculty of Tarbiyah and Teachers Training 2007), p. ix.

both inductive instruction and deductive instruction are effective instructions in teaching simple present tense.<sup>25</sup>

The last is the study which was done by Hanifa Ulfa Safarini. She states that the objective of her research was to obtain the empirical evidence of the differences between students' score of subject-verb agreement mastery who were taught inductively and deductively, and also to know how effective inductive method in teaching subject-verb agreement. The method used in this research was quantitative method using quasi-experimental design. The population of this research was students at the seventh grade of *SMP N 28 Jakarta Pusat*. The subject of this research was VII-A and VII-B, in which VII-A was chosen as the control class that was taught by using deductive method, while VII-B as the experimental class was taught by using inductive method. The data was collected through pre-test and post-test. Based on the calculation, the result of the data analysis by using t-test showed the value of  $t_{\text{test}} (t_o)$  was higher than  $t_{\text{table}} (t_t)$ ,  $t_o > t_t = 2.30 > 1.672$ , in significant degree of 0.05 (5%). As the statistical hypotheses show, if  $t_{\text{test}} (t_o) > t_{\text{table}} (t_t)$  in significant degree of 0.05 (5%), it means that the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. In conclusion, the inductive method is effective to use in teaching subject-verb agreement.<sup>26</sup>

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<sup>25</sup> Nurbaiti Rahayu, "The Effectiveness of Inductive Instruction in Teaching Simple Present Tense (A Quasi-Experimental Study at the Seventh Grade of SMP Islam Bait Al-Rahman)" (Unpublished Skripsi; Faculty of Tarbiyah and Teaching Training: Jakarta, 2014), p. vi.

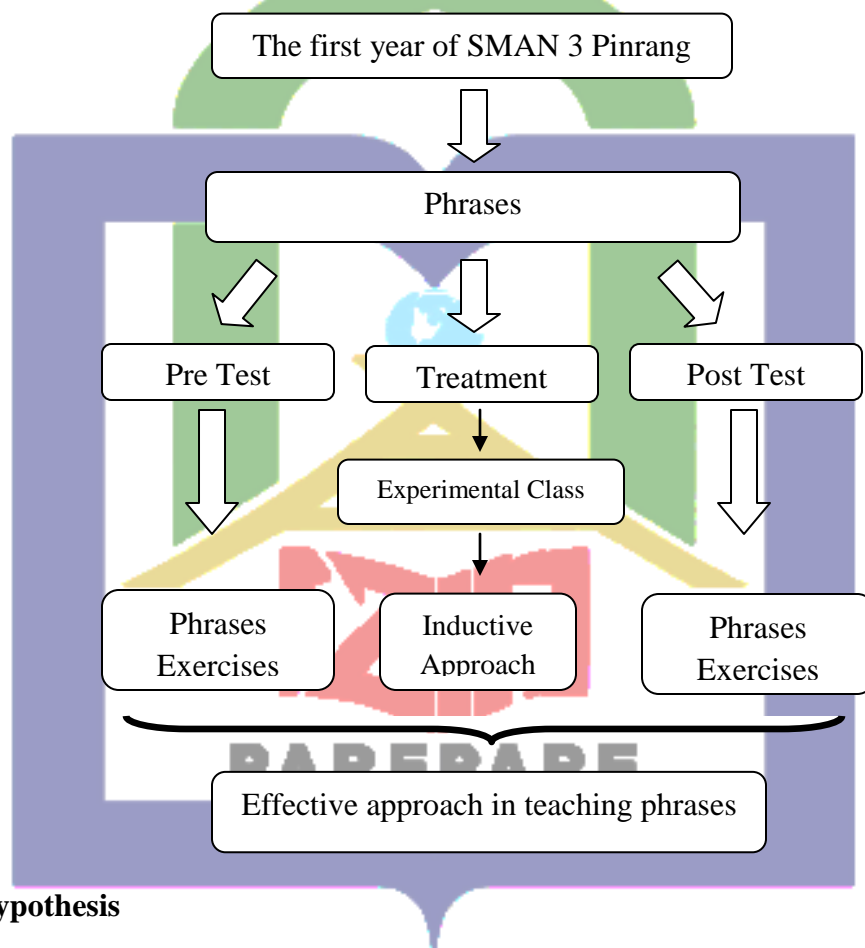
<sup>26</sup> Hanifa Ulfa Safarini, "The Effectiveness of The Inductive Method on Students' Mastery Of Subject-Verb Agreement (A Quasi-Experimental Study at the Seventh Grade Of SMP N 28 Jakarta Pusat)" (Unpublished Skripsi; Faculty of Tarbiyah and Teaching Training: Jakarta, 2017), p. iv.



### 2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how theory relates to a variety of factors that have been identified as an important issue.<sup>27</sup>

The following is the conceptual framework which is underlying this research:



### 2.4 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the

<sup>27</sup> Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif*, (Cet. 22; Bandung: Alfabeta, 2015), p. 91.

conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.<sup>28</sup>

Based on the previous related literature, some pertinent ideas, as well as the conceptual framework, the researcher formulates the hypothesis as follow:

$H_0$  : Inductive approach isn't effective in teaching Phrase at the first year students of SMAN 3 Pinrang.

$H_a$  : Inductive approach is effective in teaching Phrase at the first year students of SMAN 3 Pinrang.

Statistically, the hypotheses are expressed as follow:

$H_0 : \mu A \leq \mu B$

$H_a : \mu A > \mu B$

In which:

$H_0$  = Null Hypothesis

$H_a$  = Alternative Hypothesis

$\mu A$  = students' score in learning phrases (Experimental class)

$\mu B$  = students' score in learning phrases, (Control class)

The statistical hypotheses above means:

If t-test ( $t_o$ )  $\leq$  t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is rejected and  $H_0$  is accepted. In another word, it is not effective to use the inductive approach in teaching phrases at the first year students of SMAN 3 Pinrang.

<sup>28</sup> Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah*, (Parepare: Departemen Agama, 2013), p. 26.

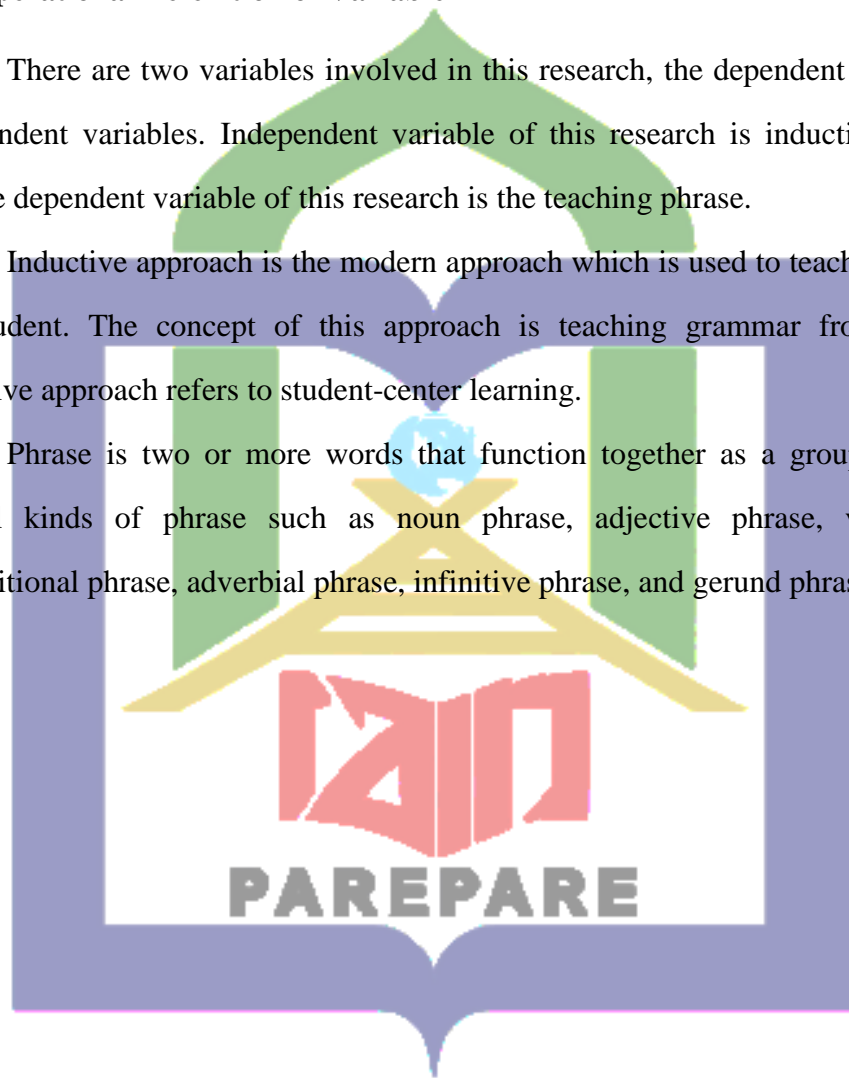
If t-test ( $t_o$ ) > t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is accepted and  $H_o$  is rejected. In another word, it is effective to use the inductive approach in teaching phrases at the first year students of SMAN 3 Pinrang.

## 2.5 Operational Defenition of Variable

There are two variables involved in this research, the dependent variable and independent variables. Independent variable of this research is inductive approach and the dependent variable of this research is the teaching phrase.

Inductive approach is the modern approach which is used to teach grammar to the student. The concept of this approach is teaching grammar from the rule. Inductive approach refers to student-center learning.

Phrase is two or more words that function together as a group. There are several kinds of phrase such as noun phrase, adjective phrase, verb phrase, prepositional phrase, adverbial phrase, infinitive phrase, and gerund phrase.



## CHAPTER III

### METHOD OF THE RESEARCH

#### 3.1 Design of Research

The method of the research was a quantitative research which uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.<sup>1</sup> The design of this research was a quasi-experimental study (Nonequivalent Control Group design).

O1	X	O3
O2		O4

In which

O1 : Pretest of the experimental class

O2 : Pretest of the control class

X : Treatment ( only for the experimental class)

O3 : Posttest of the experimental class

O4 : Posttest of the control class

Therefore, the researcher needs two classes which are the experimental and the control class. The research has done the pretest to both experimental and control class to determine the control class and the experimental class. In the treatment section, the researcher treated the experimental class by using inductive approach. After giving the treatment, both experimental and control class was given a posttest to see the differences between both inductive and deductive approach in teaching

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<sup>1</sup> Donald Ary, et.al., eds., *Introduction to Research in Education – 8th Edition*, (USA: Wadsworth Cengage Learning, 2006), p. 22.

phrases. Then the researcher analyzed the data from the pretest and posttest to give the conclusion of this research.

### 3.2 Location and Duration of Research

The location and duration of the research are described as the location and the time of the research. The research took place at Senior High School 3 Pinrang. The duration of this research was thirty-two days which is a month for the treatment and two days for pre-test and post-test.

### 3.3 Population and Sample

The population of this research was the students at first year in Senior High School 3 Pinrang and the sample was chosen by using purposive sampling to take two classes who have the equal ability.<sup>2</sup>

Table 3.1 Population Data of the First Year Students at SMAN 3 Pinrang

Class	Total of students
X. MIA.1	28
X. MIA.2	28
X.MIA.3	35
X.MIA.4	37
X.MIA.5	36
X.MIA.6	36

(Data's Source; Administrative Staff of SMA Negeri 3 Pinrang Tahun 2018)

Therefore, the researcher took the students in X.MIA.1 and X.MIA.2 as the sample. These classes were chosen as the sample of this research because they have the equal ability in learning English.

<sup>2</sup> Bruce L. Berg, *Qualitative Research Methods for the Social Science*, (Boston: Pearson Education, 2001), p. 32.

### **3.4 Procedure and Instrument of Collecting Data**

#### **3.4.1 Instrument of Collecting Data**

The instrument of this research is an subjective test which is short answer test. Short answer is the test that has some specific characteristics. The test consists of instruction to give definition, arrange, write, or identify. The answer of this test is statement or short sentence or phrase. The test can be assessed objectively. The researcher gave a grammar test in both pretest and posttest. This research is applied in pretest and posttest segment.

#### **3.4.2 Procedure of Collecting Data**

The procedures of collecting data are divided into two stages, as follows:

##### **3.4.2.1 Pre Test**

Pretest is the test that given to the students before giving treatment to them. The pretest was conducted in the first meeting on 7<sup>th</sup> May 2018 for the two classes in which the purpose is to decide control class and experimental class. The researcher gave a grammar test to the sample. From this pretest, X.MIA.1 was chosen as the experimental class. In contrast, the X.MIA.2 was chosen as the control class.

##### **3.4.2.2 Post Test**

Posttest is the test that given to the students after giving treatment to them. After treatment, the same steps in pre-test was repeated on 22<sup>nd</sup> May 2018. However, the material tested will be different and more variant than the test in the pretest. But, the test for the experimental class and control class as the same.

### **3.5 Technique of Data Analysis**

A prime responsibility of the educational researcher is that of being able to make either a probability or logical inference covering the tenability of his testable

hypothesis. The acceptance or rejection of these hypotheses will ultimately determine what contribution the study makes to the scientific' development of a particular area. This is especially tried in the analysis for interpretation of data.<sup>3</sup>

### 3.5.1 Scoring the students' pre-test and post-test.

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{The Total Question}} \times 100$$

### 3.5.2 Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.<sup>4</sup>

### 3.5.3 The classification of students' score into five levels:

Table 3.2 Classification Students' Score

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39

<sup>3</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.222

<sup>4</sup> Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43

Based on SuharsimiArikunto's statements that the student who got 80 – 100 scores, they will be in very good position, the students who got 66 – 79 scores, they will be in good position, the students who got 56 – 65 scores, they will be in fair position, while the students who got 40 – 55 scores, they will be in poor position and the student will be in very poor position if they got  $\leq 39$  scores.<sup>5</sup>

The data of this research was analyzed by using t-test formula which is adapted by Suharsimi Arikunto, as follows:

$$Mx = \left( \frac{\sum x}{Nx} \right)$$

$Mx$  = mean of gained score of control group

$x$  = gained score of control group

$Nx$  = number of students of control group

$$My = \left( \frac{\sum y}{Ny} \right)$$

$My$  = mean of gained score of experimental group

$y$  = gained score of experimental group

$Ny$  = number of students of experimental group

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{Nx}$$

$\sum x^2$  = deviation of control group

$\sum X^2$  = squared of control group's gained score

$\sum x$  = gained score of control group

$Nx$  = number of students of control group

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<sup>5</sup>SuharsiminArikunto, *Dasar-dasarEvaluasiPendidikan*(Jakarta: BumiAksara, 2009), p. 245.



$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{N_y}$$

$\sum y^2$  = deviation of experimental group

$\sum Y^2$  = squared of experimental group's gained score

$\sum y$  = gained score of experimental group

$N_y$  = number of students of experimental group

$$t_0 = \frac{M_x M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$t_0$  = value of hypotheses testing

$M_x$  = mean of control group

$M_y$  = mean of experimental group

$\sum x^2$  = standard deviation of control group

$\sum y^2$  = standard deviation of experimental group

$N_x$  = number of students of control group

$N_y$  = number of students of experimental group

$$df = N_x + N_y - 2$$

df = degrees of freedom

$N_x$  = number of students of control group

$N_y$  = number of students of experimental group<sup>6</sup>

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<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010*, (Jakarta: PT. Rineka Cipta, 2010), p.354.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two section, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

#### 4.1 Research Finding

##### 4.1.1 Data Description

The data were collected from students' pre-test and post-test at two classes; experimental class and control class, in which X. MIA.1 as the experimental class and X.MIA.2 as the control class. As the explanation in chapter III, the experiment class was taught phrases by using an inductive approach, and the control class was not. The result of the data can be described as the following:

##### 4.1.1.1 Data of Experimental Class

Table 4.1 Student's Score of Experimental Class

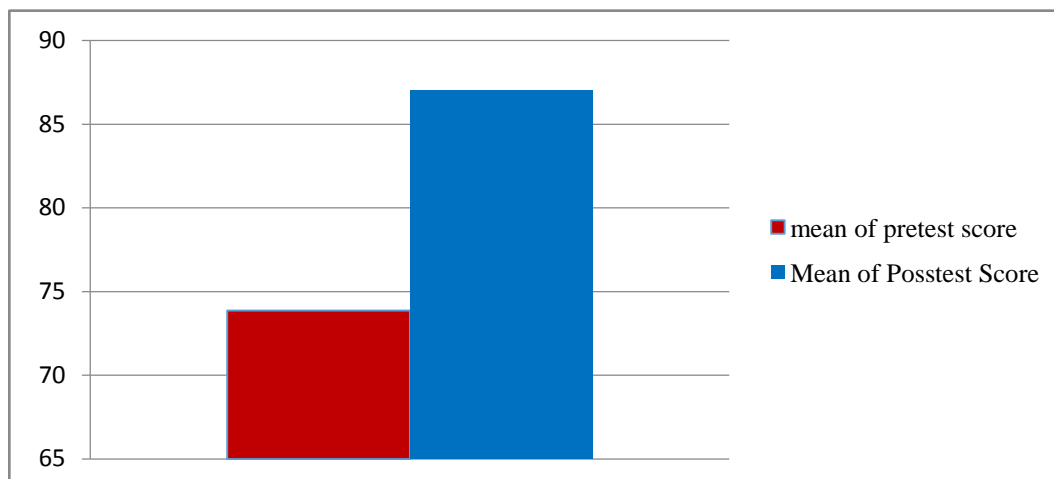
Subject	Pretest $Y_1$	Posttest $Y_2$	Gained Score
1	64	92	28
2	76	88	12
3	72	80	8
4	84	88	4
5	76	80	4
6	88	92	4
7	60	76	16
8	84	88	4
9	52	80	28
10	76	84	8
11	56	72	16

Subject	Pretest $Y_1$	Posttest $Y_2$	Gained Score
12	84	88	4
13	88	100	12
14	80	92	12
15	72	88	16
16	100	100	0
17	78	88	10
18	76	100	24
19	76	96	20
20	84	76	-8
21	52	72	20
22	84	96	12
23	54	88	34
24	68	80	12
25	68	92	24
26	68	80	12
27	68	84	16
28	80	96	16
$\sum N = 28$	$\sum y_1 = 2068$	$\sum y_2 = 2436$	$\sum x = 368$
Mean	73.86	87	13.14
Max score	100	100	
Min score	52	72	

(Data Source; Student's Experimental Class Pretest and Posttest Score)

Based on Table 4.1, the lowest score and the highest score of pretest in the experimental class are 52 and 100. While the lowest score and the highest score of post-test are 72 and 100. Therefore, it can be concluded that the score of post-test at experimental class is higher than the score of its pre-test.

Figure 4.1 Mean Score of Pretest and Posttest of Experimental Class



To know more detail about the frequency distribution in the experimental class, the data can be seen based on classification students' score.

#### 4.1.1.1.1 Pretest

Table 4.2 The Rate Percentage of Frequency Pretest Score of Experimental Class

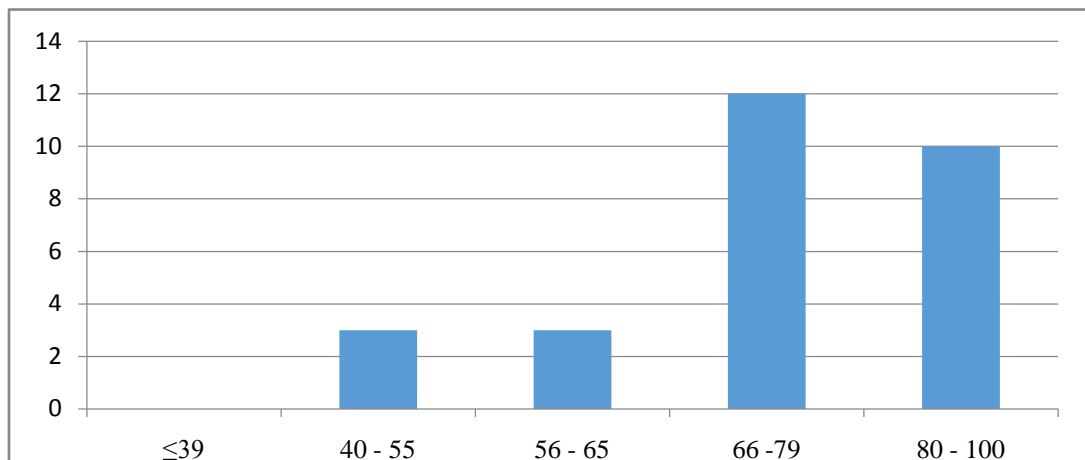
No.	Classification	Score	Frequency	Percentage
1.	Very Good	80 – 100	10	35,72%
2.	Good	66 – 79	12	42,86%
3.	Fair	56 – 65	3	10,71%
4.	Poor	40 – 55	3	10,71%
5.	Very Poor	≤ 39	0	0%
<b>Total</b>			28	100%

(Data Source; Student's Experimental Class Score in Pretest)

The data in the table above showed that the rate percentage of pre-test there were ten students (35,72%) very good score, twelve students (42,86%) got good score, three students (10,71%) got fair score, three students (10,71%) got poor score, and none of the students got very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in grammar test was still low

and most of them got good, fair and poor score. The score also can be described in the chart as follow:

Figure 4.2 Frequency Distribution Pretest Score of Experimental Class



(Data Source; Students' Experimental Class Score in Pretest)

#### 4.1.1.1.2 Posttest

Table 4.3 The Rate Percentage of Frequency Posttest Score of Experimental Class

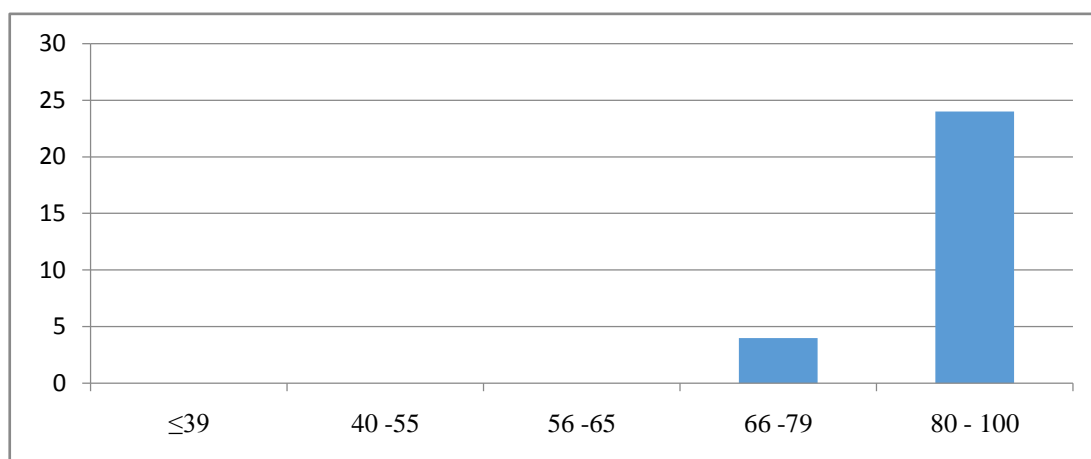
No.	Classification	Score	Frequency	Percentage
1.	Very Good	80 – 100	24	85,71%
2.	Good	66 – 79	4	14,29%
3.	Fair	56 – 65	0	0%
4.	Poor	40 – 55	0	0%
5.	Very Poor	≤ 39	0	0%
<b>Total</b>			28	100%

(Data Source; Students' Experimental Class Score in Posttest)

The data of the table above showed that the rate percentage of posttest there were twenty-four students (85,71%) got very good score, four students (14,29%) got good score, and none of the students got fair, poor and very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in

grammar test was increase and most of them got very good score. The score also can be described in the chart as follow:

Figure 4.3 Frequency Distribution Posttest Score of Experimental Class



#### 4.1.1.2 Data of Control Class

Table 4.4 Student's Score of Control Class

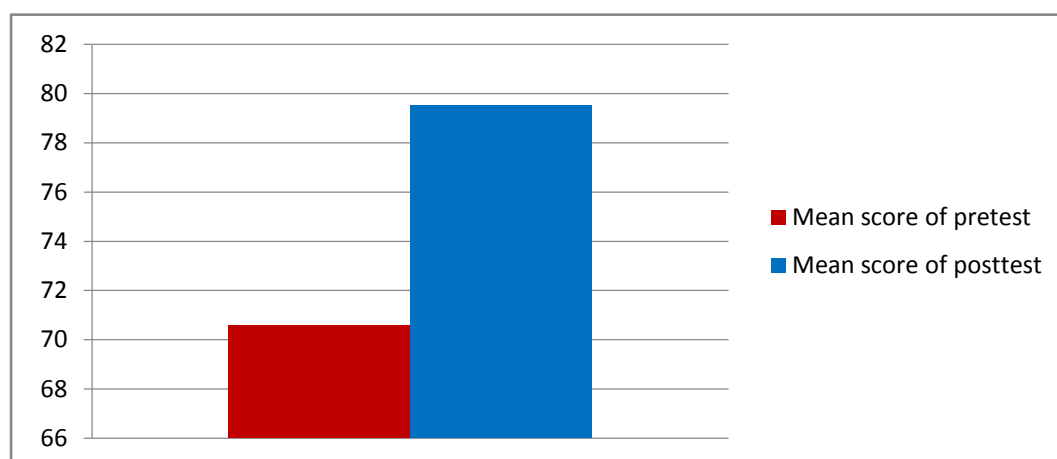
Subject	Pretest $X_1$	Posttest $X_2$	Gained Score
1	64	72	8
2	76	88	12
3	64	72	8
4	64	76	12
5	72	80	8
6	64	72	8
7	56	80	24
8	64	68	4
9	76	84	8
10	60	84	24
11	60	76	16
12	52	72	20
13	72	80	8

Subject	Pretest $X_1$	Posttest $X_2$	Gained Score
14	72	84	12
15	84	92	8
16	72	76	4
17	72	80	8
18	76	76	0
19	80	96	16
20	72	84	12
21	72	80	8
22	72	72	0
23	84	88	4
24	68	72	4
25	76	80	4
26	80	84	4
27	76	80	4
28	76	80	4
$\sum N = 28$	$\sum x_1 = 1976$	$\sum x_2 = 2228$	$\sum x = 252$
MEAN	70.57143	79.57143	9
Max Score	84	96	
Min Score	52	68	

(Data Source; Student's Control Class Pretest and Posttest Score)

Based on Table 4.4, the lowest score and the highest score of pre-test in the control class are 52 and 84. While the lowest score and the highest score of post-test are 68 and 96. Therefore, it can be concluded that the score of post-test at control class is higher than the score of its pre-test.

Figure 4.4 Mean Score of Pretest and Posttest of Control Class



To know more detail about the frequency distribution in the experimental class, the data can be calculated on the table of interval class as follows.

#### 4.1.1.2.1 Pretest

Table 4.5 The Rate Percentage of Frequency Pretest Score of Control Class

No.	Classification	Score	Frequency	Percentage
1.	Very Good	80 – 100	4	14,28%
2.	Good	66 – 79	15	53,57%
3.	Fair	56 – 65	8	28,57%
4.	Poor	40 – 55	1	3,57%
5.	Very Poor	≤ 39	0	0%
<b>Total</b>			28	100%

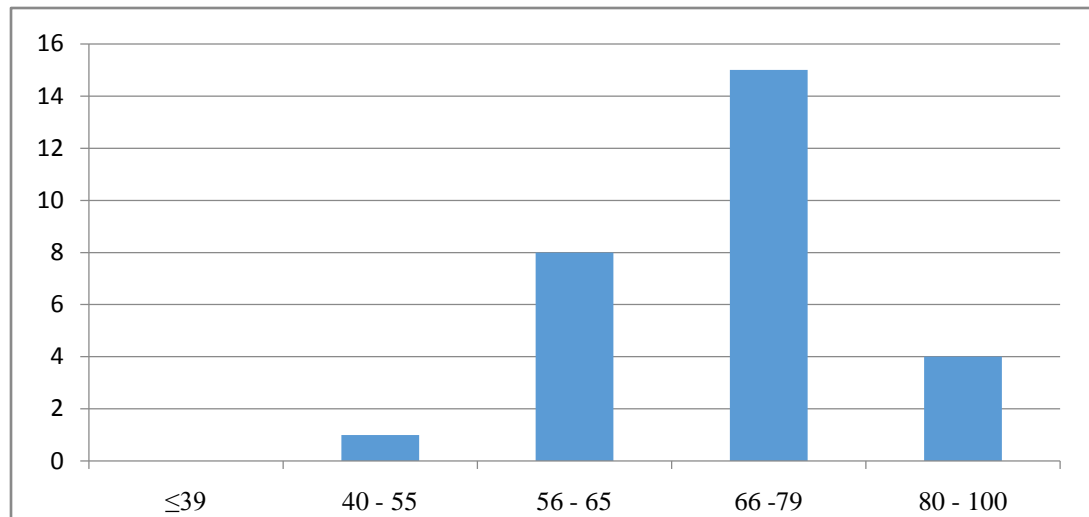
(Data' Source; Student's Control Class Score in Pretest)

The data in the table above showed that the rate percentage of pre-test there were four students (14,28%) very good score, fifteen students (53,57%) got good score, eight students (28,57%) got fair score, one student (3,57%) got poor score, and none of the students got very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in grammar test were still low



and most of them got good, fair and poor score. The score also can be described in the chart as follow:

Figure 4.5 Frequency Distribution Pretest Score of Control Class



#### 4.1.1.2.2 Posttest

Table 4.6 The Rate Percentage of Frequency Posttest Score of Control Class

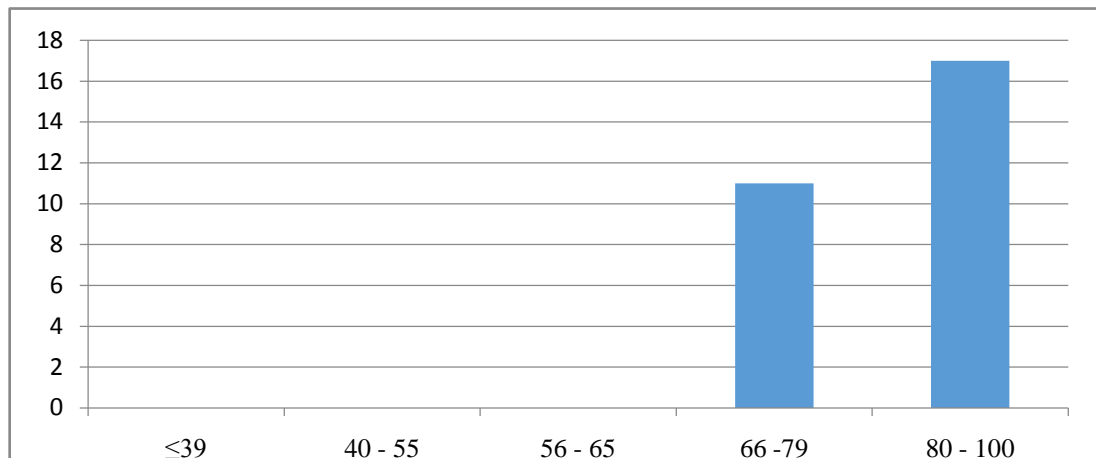
No.	Classification	Score	Frequency	Percentage
1.	Very Good	80 – 100	17	60,71%
2.	Good	66 – 79	11	39,29%
3.	Fair	56 – 65	0	0%
4.	Poor	40 – 55	0	0%
5.	Very Poor	≤ 39	0	0%
<b>Total</b>			28	100%

(Data Source; Student's Control Class Score in Posttest Score)

The data of the table above showed that the rate percentage of posttest there was seventeen students (60,71%) very good score, eleven students (32,29%) got good score, and none of the students got fair, poor and very poor score. Based on the table above, showed that the rate frequency and percentage of the students' score in

grammar test was increase and most of them got very good score. The score also can be described in the chart as follow

Figure 4.6 Frequency Distribution posttest Score of Control Class



#### 4.1.1.3 Data Analysis

In analyzing the data, a t-test was used to make it easier to test the hypotheses.

The formula of the t-test is as follows:

$$t_0 = \frac{M_x M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Before analyzing the data by using the t-test formula, there are several steps that should be done as follows.

##### 4.1.1.3.1 Determining mean of gained score of control class:

$$M_x = \left( \frac{\sum x}{N_x} \right)$$

$$M_x = \left( \frac{252}{28} \right)$$

$$M_x = 9$$

4.1.1.3.2 Determining mean of gained score of experimental class:

$$M_y = \left( \frac{\sum y}{N_y} \right)$$

$$M_y = \left( \frac{368}{28} \right)$$

$$M_y = 13,14$$

4.1.1.3.3 Determining deviation of control class:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N_x}$$

$$\sum x^2 = 3344 - \frac{(252)^2}{28}$$

$$\sum x^2 = 3344 - \frac{63504}{28}$$

$$\sum x^2 = 3344 - 2268$$

$$\sum x^2 = 1076$$

4.1.1.3.4 Determining deviation of experimental class:

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{N_y}$$

$$\sum y^2 = 7192 - \frac{(368)^2}{28}$$

$$\sum y^2 = 7192 - \frac{135424}{28}$$

$$\sum y^2 = 7192 - 4836,57$$

$$\sum y^2 = 2355,43$$

4.1.1.3.5 Determining value of hypotheses testing by using t-test formula:

$$t_0 = \frac{M_X - M_Y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$t_0 = \frac{9 - 13,14}{\sqrt{\left(\frac{1076 + 2335,43}{28 + 28 - 2}\right) x \left(\frac{1}{28} + \frac{1}{28}\right)}}$$

$$t_0 = \frac{4,14}{\sqrt{\left(\frac{3431,43}{54}\right) x \left(\frac{2}{28}\right)}}$$

$$t_0 = \frac{4,14}{\sqrt{(63,55) \cdot (0,07)}}$$

$$t_0 = \frac{4,14}{\sqrt{4,45}}$$

$$t_0 = \frac{4,14}{2,11} = 1,96$$

4.1.1.3.6 Determining degrees of freedom:

$$df = N_x + N_y - 2$$

$$df = 28 + 28 - 2$$

$$df = 54$$

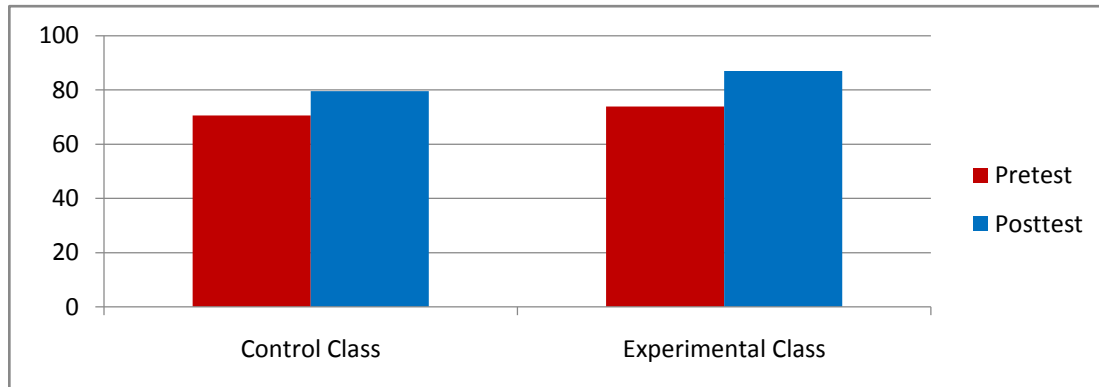
After obtaining the degrees of freedom, looking at t-table (tt) at the degree of freedom 54 in significant degrees of 0.05 (5 %), the t-table (tt) is 1.673.

## 4.2 Discussion

### 4.2.1 Data Interpretation

Based on data analysis, if t-table ( $t_0$ ) is higher than  $t_t$  ( $1,96 > 1.674$ ), the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It should be concluded that it is effective to use inductive approach in teaching phrases at the first year students of *SMAN 3 PINRANG*. But, both control class and experimental class get improvement in each posttest. Furthermore, the students in the experimental class achieve higher score in their post-test than the score of students in control class. It can be describe by comparing the figure 4.1 and figure 4.4.

Figure 4.7 The Comparison of Pre-test and Post-test in Experimental Class and Control Class



In this case, the posttest score in experimental class and control class are different on 7,43 point only. If looking to the control class improvement, it was getting 9 point of range of pretest and post-test. And for the experimental class, it was getting 13,14 point of range of pretest and post-test. It can be inferred that both experimental and control class got the improvement on phrases test. Based on the range of post-test score of experimental class and control class, it may be said that inductive approach is effective in teaching phrases.

#### 4.2.2 Students' Phrases Mastery Before and After Being Taught by Using Inductive Approach

Measuring the students' phrases mastery before and after being taught by using inductive approach can be seen at students' score in pretest and posttest. It can be said that inductive approach is an effective approach in teaching phrases if the posttest score of the experimental class is higher than pretest score of the experimental class. By looking at the research finding, found that the mean score of the experimental class in pretest is 73,86 and the mean score of the experimental class in posttest is 87.

From that finding, it can be interoperated that students' phrases mastery before being taught by using inductive approach is lower if it compares with the

students' phrases mastery after being taught by using inductive approach. It is implicated that inductive approach gives good effect in teaching phrases. Furthermore, to make a conclusion about the effectiveness of inductive approach in teaching phrases at the first year students of SMA Negeri 3 Pinrang, it can be done by analyzing the data using  $t_o$  and compare it with the  $t_t$ -table. The result of the data analyzes showed that  $t_o (1,96) > t_t (1,673)$ . It means that inductive approach is effective in teaching phrases at the first year students of SMA Negeri 3 Pinrang.

#### **4.2.3 Inductive Approach in Teaching Phrases at the Experimental Class**

In the treatment process, the researcher took four meetings in teaching phrases to the experimental class X.MIA.1. As the theory in chapter II, the researcher did the treatment by following the step in teaching phrases by using the inductive approach. The researcher taught the students from presenting the examples not directly presenting the rule of the phrases.

In the first meeting on 8<sup>th</sup> May 2018, the researcher began the learning process by greeting the students. The researcher taught grammar to the students especially about phrase by using inductive approach. The researcher showed some example of the noun phrase. Next, researcher guided the student to find out the rule of the noun phrase by seeing the examples. Then, the students were asked to explain the rule of the noun phrase based on their perception. The researcher gave correction to the students who state the wrong rule of the noun phrase. Last, students asked to make some example of noun phrase. In this meeting, most of the students felt difficult to explain their perception about the rule of noun phrase because they felt shy to state their understanding about the phrase.

Second Meeting on 14<sup>th</sup> May 2018, the researcher open the class by greeting to the students. The researcher showed some example of verb phrase. The examples were shown by giving some cards to the students which consists of some example of the verb phrase. The learning process was fun for the students because they are interested to see the examples of the verb phrase which were shown in the colorful cards. Next, researcher guided the student to find out the rule of verb phrase by seeing the examples. It was started by identifying the examples of the noun phrase which consist of simple formula such as the example of verb phrase that only shown one auxiliary verb as the modifier of the ordinary verb. Then, the students were asked to explain the rule of verb phrase based on their perception. The researcher gave correction to the students who state the wrong rule of verb phrase. Last, students were asked to make some example of verb phrase. For the second Meeting some of students started brave to explain their perception about the verb phrase.

The Third Meeting was done on 15<sup>th</sup> May 2018, in this meeting students learnt about the prepositional phrase. As usual, the researcher opened the learning process by greeting to the students. The researcher showed some example of prepositional phrase which were shown in the colorful cards. There were three different cards which some of the cards consist of only the objective of preposition, preposition and prepositional phrase. The researcher guided the students to differentiate between preposition, preposition and prepositional phrase. Next, researcher guided the student to find out the rule of prepositional phrase by seeing the examples. Then, the students were asked to explain the rule of prepositional phrase base on their perception. The researcher gave correction to the students who state the wrong rule of prepositional phrase. Last, the students were asked to make some example of prepositional phrase.

The last meeting or the fourth meeting of the treatment was done on 21<sup>st</sup> May 2018. As usual, the researcher opened the learning process by greeting to the students. In this meeting the researcher used to see how far the students understanding about the three phrases (noun phrase, verb phrase and the prepositional phrases). It was done when the researcher showed some sentences which consist of noun phrase, verb phrase, and prepositional phrase. The students were guided to find which is the noun phrase, verb phrase or prepositional phrase at the sentences. For making the fun learning, the researcher divided the students into seven groups. Each group is given some colorful cards that consist of sentences where the sentences consist about noun phrase, verb phrase and prepositional phrase. For the group who have found and identify the phrases at the sentences, they had to present their explanation about the phrases from each sentences.

#### **4.2.4 The Effective Approach in Teaching Phrases**

The theory of effectiveness in chapter II explained that effectiveness is the level of success achieved from the application of an approach to learning. In this case the effectiveness itself is measured by students' learning outcomes. There is some factors that influencing the effectiveness of learning process. It can be the teachers, students, learning materials, method or approach in language teaching and learning. For this research, the researcher focuses on the effectiveness of inductive approach in teaching phrases. The research uses the criteria of effectiveness if in learning outcomes (posttest) of experimental class is higher than control class.

Based on the data, it is found that the mean score of the pretest score of the experimental class is 73,86, the mean score of the pretest score of the control class is 70,57. The mean score of the posttest score of the experimental class is 87 and the



mean score of the posttest score of the control class is 79,57. It can be seen that the students' learning outcomes of experimental class is higher than the students' learning outcomes of the control class. So based on the effectiveness theory, inductive approach is the effective approach in teaching phrases at the first year students of SMA Negeri 3 Pinrang.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Grammar is one of the sub-skills that influence our progress in learning English. Grammar can help us to understand any kind of texts or sentences that we hear or read. Learning grammar means that we learn about the structure of the English and knowing the parts of grammar itself that can help us to make sentences in written or spoken. There are two approaches in teaching grammar. Those are deductive and inductive approach. Inductive approach is adapted from Direct Method in the nineteenth century. Using inductive approach means that teacher should give examples at the first presentation, then students should practice, and the identifying the rules can be stated by students themselves or together with the teacher.

In conducting this research, it was applied inductive approach in teaching phrases at the first year students of *SMA Negeri 3 Pinrang*. The research design of this research is a quasi-experimental study ( nonequivalent control group). the objective of this research is to get the empirical data of the differences between students' score of grammar test who were taught by using inductive approach and students' score of grammar test who were not taught by using inductive approach and also to know how effective inductive approach in teaching phrases. It can be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter,  $t_o > t_t = 1,96 > 1.671$ , in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test ( $t_o$ ) > t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is accepted and  $H_o$  is rejected. In conclusion,

inductive approach is effective to use in teaching phrases at the first year students of *SMA Negeri 3 Pinrang*.

## 5.2 Suggestion

Based on the conclusions above, it would be given some suggestions as follows.

### 5.2.1 For teachers

An inductive approach is a suitable approach in teaching grammar. By using inductive Approach, the students will focus on the form without giving the formulas and it will make students more active to do the exercise. In addition, the teachers are expected to arrange the material creatively to make students more interested in learning grammar.

### 5.2.2 For students

Students should be more communicative in sharing the difficulties in learning grammar to their teacher and they should do their exercises by themselves. Therefore, teachers can help to solve their students' problems in learning grammar and know their improvement accurately.

### 5.2.3 For other researchers

Using an inductive approach in teaching phrases needs more time in identifying the rules, more creativities to develop material, and more patience to make students ready to do their exercise. Hopefully, there will be further research that can solve this problem.

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# APPENDICES



## Appendix 1: Lesson Plan

### LESSON PLAN

- A. School Address : SMA NEGERI 3 PINRANG
- B. Class/Semester : X.MIA.6/ 2
- C. Time : 8 x 45 menit (4 Meeting)
- D. Material : Phrases
- E. Learning Objectives

By the end of the lesson, students will be able to:

1. Identify and analyze the noun phrase.
2. Identify and analyze the verb phrase.
3. Identify and analyze the prepositional phrase.
4. Differentiate the noun phrase, verb phrase and prepositional phrase.

- F. Teaching approach : Inductive approach
- G. Instructional Media : white board, marker, laptop and Lcd
- H. Teaching procedures
- I. First Meeting

Introduction (15 Minutes)

- Teacher prepares the teaching material and the instructional media.
- Teacher opens the lesson by reciting salam and pray before studying.
- Teacher checks and calls the roll of the student's attendant list.
- Teacher explains to the student what will we learn for this meeting.
- Teacher motivates the students to be active and focus in learning process.

Material Discussion (60 Minutes)



- Teacher briefly explains about the definition of noun phrase according to some scientists.
- Teacher gives some examples of noun phrase which is modify by only a modifier before head and modify by modifier after head.
- Teacher guides students to find the formula of the noun phrase.
- Student will be asked to show the formula of the noun phrase that they found by analyzing all the examples that were given.
- Teacher stimulates students to give feedback about the lesson whether it is a question or conception about phrases.
- Teacher explains the formula of noun phrase to make the students clearly understand about the noun phrase itself.

#### Review and Closing (15 Minutes)

- Teacher will give some example of noun phrase and ask the student to analyze the phrase.
- Allow students to ask questions and give comments about the lesson content.
- Close the learning process by giving motivation and appreciation for the student's role in learning process and reciting Hamdalah as the last of the learning process.

## II. Second Meeting

#### Introduction (15 Minutes)

- Teacher prepares the teaching material and the instructional media.
- Teacher opens the lesson by reciting salam and pray before studying.
- Teacher checks and calls the roll of the student's attendant list.

- Teacher explains to the student what will we learn for this meeting.
- Teacher motivates the students to be active and focus in learning process.

#### Material Discussion (60 Minutes)

- Teacher briefly explains about the definition of verb phrase according to some scientists.
- The teacher will show some example of verb phrase.
- Teacher will guide the student to find out the rule of verb phrase by seeing the examples.
- The students will be asked to explain the rule of verb phrase base on their perception.
- Teacher will give correction to the students who state the wrong rule of verb phrase.

#### Review and Closing (15 Minutes)

- Students will be asked to make some example of verb phrase.
- Allow students to ask questions and give comments about the lesson content.
- Close the learning process by giving motivation and appreciation for the student's role in learning process and reciting Hamdalah as the last of the learning process.

### III. Third Meeting

#### Introduction (15 Minutes)

- Teacher prepares the teaching material and the instructional media.
- Teacher opens the lesson by reciting salam and pray before studying.
- Teacher checks and calls the roll of the student's attendant list.

- Teacher explains to the student what will we learn for this meeting.
- Teacher motivates the students to be active and focus in learning process.

#### Material Discussion (60 Minutes)

- Teacher briefly explains about the definition of verb phrase according to some scientists.
- Teacher will show some example of prepositional phrase.
- Teacher will guide the student to find out the rule of prepositional phrase by seeing the examples.
- The students will be asked to explain the rule of prepositional phrase base on their perception.
- Teacher will give correction to the students who state the wrong rule of prepositional phrase.
- Students will be asked to make some example of prepositional phrase.

#### Review and Closing (15 Minutes)

- Students will be asked to make some example of prepositional phrase.
- Allow students to ask questions and give comments about the lesson content.
- Close the learning process by giving motivation and appreciation for the student's role in learning process and reciting Hamdalah as the last of the learning process.

### IV. Fourth Meeting

#### Introduction (15 Minutes)

- Teacher prepares the teaching material and the instructional media.
- Teacher opens the lesson by reciting salam and pray before studying.

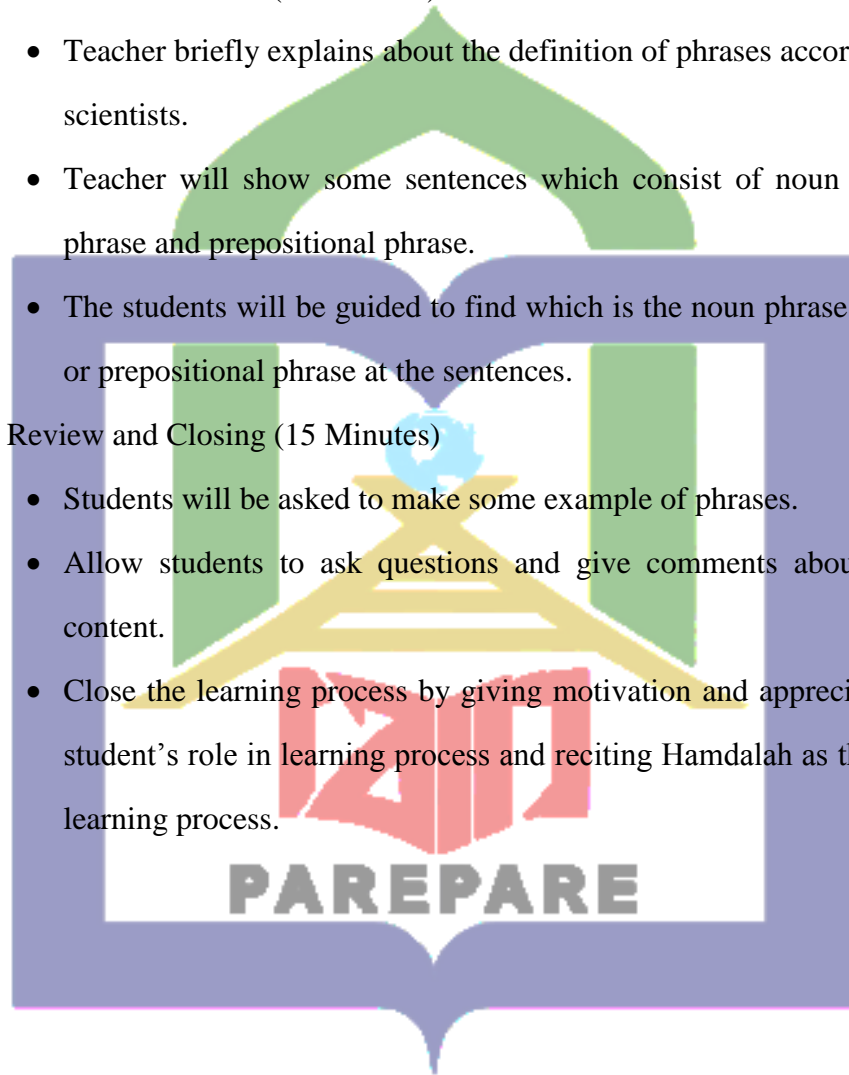
- Teacher checks and calls the roll of the student's attendant list.
- Teacher explains to the student what will we learn for this meeting.
- Teacher motivates the students to be active and focus in learning process.

#### Material Discussion (60 Minutes)

- Teacher briefly explains about the definition of phrases according to some scientists.
- Teacher will show some sentences which consist of noun phrase, verb phrase and prepositional phrase.
- The students will be guided to find which is the noun phrase, verb phrase or prepositional phrase at the sentences.

#### Review and Closing (15 Minutes)

- Students will be asked to make some example of phrases.
- Allow students to ask questions and give comments about the lesson content.
- Close the learning process by giving motivation and appreciation for the student's role in learning process and reciting Hamdalah as the last of the learning process.



## Appendix 2: Instrument of Collecting Data

### Instrument of the Pretest

Name : .....

Class : .....

**Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!**

1. Black car
2. Curly hair
3. In the class
4. Will be held
5. Are studied
6. Beautiful teacher
7. Under the table
8. Were learned
9. Thick book
10. Inside my bag
11. Had tried
12. To you
13. Beside the mosque
14. Would buy
15. Diligent students
16. Behind the door
17. Long veil
18. Should go
19. Three bags
20. In front of the canteen
21. Basket ball
22. Is written
23. Have eaten
24. On the chair
25. New library



### Instrument of the Posttest

Name : .....

Class : .....

**Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!**

1. She writes the letter in the pink paper.
2. Tom is being foolish.
3. The book on the table is mine.
4. You has not read a book.
5. She is wearing the same hat as mine.
6. I must go to the teacher's room.
7. The best football player is Ronaldo.
8. A police officer stood on the corner.
9. My boss has offered me much money.
10. You would play tennis.
11. I can't walk because of my broken leg.
12. I do not know whose pen in my bag.
13. The man is my close friend.
14. Elsa can speak English.
15. They got married in 1998.
16. I will never forget to finish my homework.
17. His success was due to hard work.
18. The people in the bus escaped through the emergency exit.
19. All the cookies are eaten by the children.
20. My aunt calls my uncle sweat heart.
21. The child actor won an award.
22. He acted according to his promise.
23. You will not succeed that way.
24. His home is near the mosque.
25. Irna will have finished the dinner by 20.00.

### Appendix 3: Answer Key of the Pretest and Posttest

#### Answer Key of the Pretest

1. Noun phrase
2. Noun phrase
3. Prepositional phrase
4. Verb phrase
5. Verb phrase
6. Noun phrase
7. Prepositional phrase
8. Verb phrase
9. Noun phrase
10. Prepositional phrase
11. Verb phrase
12. Prepositional phrase
13. Prepositional phrase
14. Verb phrase
15. Noun phrase
16. Prepositional phrase
17. Noun phrase
18. Verb phrase
19. Noun phrase
20. Prepositional phrase
21. Noun phrase
22. Verb phrase
23. Verb phrase
24. Prepositional phrase
25. Noun phrase



### Answer Key of Posttest

1. Prepositional phrase
2. Verb phrase
3. Prepositional phrase
4. Verb phrase
5. Noun phrase
6. Verb phrase
7. Noun phrase
8. Prepositional phrase
9. Noun phrase
10. Verb phrase
11. Noun phrase
12. Verb phrase
13. Noun phrase
14. Verb phrase
15. Prepositional phrase
16. Verb phrase
17. Prepositional phrase
18. Noun phrase
19. Prepositional phrase
20. Noun phrase
21. Noun phrase
22. Prepositional phrase
23. Verb phrase
24. Prepositional phrase
25. Verb phrase





#### Appendix 4: Students Score in Pretest and Posttest (Experimental Class)

No	Name of Students	Pretest Score	Posttest Score
1	A. Afdillah Husni	64	92
2	Adrian	76	88
3	Ahmad Fadillah Agus	72	80
4	Citra Alfiani	84	88
5	Deviani	76	80
6	Faradillah Aris	88	92
7	Haisa	60	76
8	Hasma	84	88
9	Irfan	52	80
10	Khalid	76	84
11	Lismayana	56	72
12	M. Hasyir B	84	88
13	Muh Anugrah Arifin	88	100
14	Muh Ichsan	80	92
15	Muh. Jordi	72	88
16	Muh Wahyu	100	100
17	Muhammad Afdal S	78	88
18	Muhammad Riswan	76	100
19	Mutmainnah	76	96
20	Nurhaeda	84	76
21	Nurawalia	52	72
22	Nurfadillah Aris	84	96
23	Nur Tasya Hasan	54	88
24	Ramli	68	80
25	Sultan N	68	92
26	Wati	68	80
27	Zaenal	68	84
28	Zulkifli	80	96

### Appendix 5: Students Score in Pretest and Posttest (Control Class)

No	Name of Students	Pretest Score	Posttest Score
1	A Muh Ashgar	64	72
2	Abd. Basit	76	88
3	Ahmad Kamal Rafii	64	72
4	Aldi K	64	76
5	Arnita S	72	80
6	Asbar	64	72
7	Asis	56	80
8	Aswar	64	68
9	Aulia Ridwan	76	84
10	Dandi Saputra	60	84
11	Fathul Rahman	60	76
12	Fitria M	52	72
13	Ikhsan	72	80
14	Irma Damayana	72	84
15	Muh Ihsan	84	92
16	Muhammad Fikram	72	76
17	Muhammad Seni	72	80
18	Nurasia	76	76
19	Nurdiansyah	80	96
20	Nurhikmah	72	84
21	Nursyakila Atira	72	80
22	Rastina	72	72
23	Rizal Rauf	84	88
24	Sitti Aisyah Afdullah	68	72
25	St. Anugrahwati	76	80
26	Syarif Hidayatullah	80	84
27	Tasman	76	80
28	Wildana	76	80

## Appendix 6: Test of Data Normality by Using Liliefors Test

The data normality test is performed to determine whether the data from each group is normally distributed or not. In this research, the researcher does the data normality test in significance degree of 0,05 (5%).

### Test of Data Normality for the Experimental class

The hypothesis proposed is as follows:

$H_0$  : Sample of Experimental class is normally distributed

$H_1$  : Sample of Experimental class is not normally distributed

With the teat criteria:

If  $L_{hitung} < L_{tabel}$   $H_0$  is accepted, and

If  $L_{hitung} > L_{tabel}$   $H_0$  rejected.

No	$X_i$	$Z_i$	luas 0-z	F( $z_i$ )	S( $z_i$ )	F( $z_i$ )-S( $z_i$ )
1	52	-1.84	0.4671	0.0329	0.071429	0.038529
2	52	-1.84	0.4671	0.0329	0.071429	0.038529
3	54	-1.67	0.4525	0.0475	0.107143	0.059643
4	56	-1.5	0.4332	0.0668	0.142857	0.076057
5	60	-1.17	0.379	0.121	0.178571	0.057571
6	64	-0.83	0.3967	0.1033	0.214286	0.110986
7	68	-0.49	0.1879	0.3121	0.357143	0.045043
8	68	-0.49	0.1879	0.3121	0.357143	0.045043
9	68	-0.49	0.1879	0.3121	0.357143	0.045043
10	68	-0.49	0.1879	0.3121	0.357143	0.045043
11	72	-0.16	0.0636	0.4364	0.428571	0.007829
12	72	-0.16	0.0637	0.4363	0.428571	0.007729
13	76	0.18	0.0714	0.5714	0.607143	0.035743
14	76	0.18	0.0714	0.5714	0.607143	0.035743

15	76	0.18	0.0714	0.5714	0.607143	0.035743
16	76	0.18	0.0714	0.5714	0.607143	0.035743
17	76	0.18	0.0714	0.5714	0.607143	0.035743
18	78	0.35	0.1368	0.6368	0.642857	0.006057
19	80	0.52	0.1985	0.6985	0.714286	0.015786
20	80	0.52	0.1985	0.6985	0.714286	0.015786
21	84	0.85	0.3023	0.8023	0.892857	0.090557
22	84	0.85	0.3023	0.8023	0.892857	0.090557
23	84	0.85	0.3023	0.8023	0.892857	0.090557
24	84	0.85	0.3023	0.8023	0.892857	0.090557
25	84	0.85	0.3023	0.8023	0.892857	0.090557
26	88	1.19	0.383	0.883	0.964286	0.081286
27	88	1.19	0.383	0.883	0.964286	0.081286
28	100	2.2	0.4861	0.9861	1	0.0139

Based on the table,  $T_{hitung} = 0,110986$ . and the  $T_{Table}$  of 28 sample = 0,173. It can be concluded that  $T_{hitung}(0,110986) < T_{table} = 0,173$ . It means that  $H_0$  is accepted or sample of experimental class is normally distributed.

### Test of Data Normality for the Control Class

The hypothesis proposed is as follows:

$H_0$  : Sample of Control class is normally distributed

$H_1$  : Sample of Control class is not normally distributed

With the teat criteria:

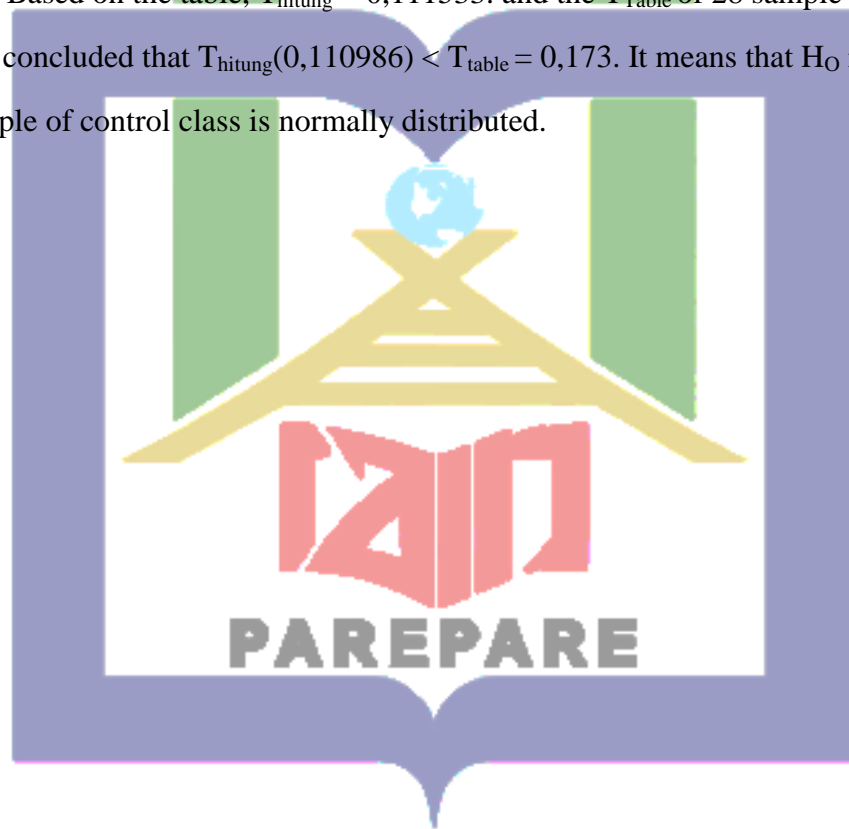
If  $L_{hitung} < L_{tabel}$   $H_0$  is accepted, and

If  $L_{hitung} > L_{tabel}$   $H_0$  rejected.

No	$X_i$	$Z_i$	luas 0-z	$F(z_i)$	$S(z_i)$	$ F(z_i)-S(z_i) $
1	52	-2.32	0.4898	0.0102	0.03571	0.02551
2	56	-1.82	0.4656	0.0344	0.07143	0.03703
3	60	-1.32	0.4066	0.0934	0.14286	0.04946
4	60	-1.32	0.4066	0.0934	0.14286	0.04946
5	64	-0.82	0.2939	0.2061	0.32143	0.11533
6	64	-0.82	0.2939	0.2061	0.32143	0.11533
7	64	-0.82	0.2939	0.2061	0.32143	0.11533
8	64	-0.82	0.2939	0.2061	0.32143	0.11533
9	64	-0.82	0.2939	0.2061	0.32143	0.11533
10	68	-0.32	0.1255	0.3745	0.35714	0.01736
11	72	0.18	0.0714	0.5714	0.64286	0.07146
12	72	0.18	0.0714	0.5714	0.64286	0.07146
13	72	0.18	0.0714	0.5714	0.64286	0.07146
14	72	0.18	0.0714	0.5714	0.64286	0.07146
15	72	0.18	0.0714	0.5714	0.64286	0.07146
16	72	0.18	0.0714	0.5714	0.64286	0.07146
17	72	0.18	0.0714	0.5714	0.64286	0.07146
18	72	0.18	0.0714	0.5714	0.64286	0.07146
19	76	0.68	0.2517	0.7517	0.85714	0.10544

20	76	0.68	0.2517	0.7517	0.85714	0.10544
21	76	0.68	0.2517	0.7517	0.85714	0.10544
22	76	0.68	0.2517	0.7517	0.85714	0.10544
23	76	0.68	0.2517	0.7517	0.85714	0.10544
24	76	0.68	0.2517	0.7517	0.85714	0.10544
25	80	1.18	0.381	0.881	0.92857	0.04757
26	80	1.18	0.381	0.881	0.92857	0.04757
27	84	1.68	0.4535	0.9535	1	0.0465
28	84	1.68	0.4535	0.9535	1	0.0465

Based on the table,  $T_{hitung} = 0,111533$ . and the  $T_{Table}$  of 28 sample = 0,173. It can be concluded that  $T_{hitung}(0,110986) < T_{table} = 0,173$ . It means that  $H_0$  is accepted or sample of control class is normally distributed.



## Appendix 7: Tabel Luas O-Z

**TABEL I**  
**LUAS DI BAWAH LENGKUNGAN KURVE NORMAL**  
**DARI 0 S/D Z**

z	0	1	2	3	4	5	6	7	8	9
0,0	00,00	00,40	00,80	01,20	01,60	01,99	02,39	02,79	03,19	03,59
0,1	03,98	04,38	04,78	05,17	05,57	05,96	06,36	06,75	07,14	07,53
0,2	07,93	08,32	08,71	09,10	09,48	09,87	10,26	10,64	11,03	11,41
0,3	11,79	12,17	12,55	12,93	13,31	13,68	14,06	14,43	14,80	15,17
0,4	15,54	15,91	16,28	16,64	17,00	17,36	17,72	18,08	18,44	18,79
0,5	19,15	19,50	19,85	20,19	20,54	20,88	21,23	21,57	21,90	22,24
0,6	22,57	22,91	23,24	23,57	23,89	24,22	24,54	24,86	25,17	25,49
0,7	25,80	26,11	26,42	26,73	27,03	27,34	27,64	27,94	28,23	28,52
0,8	28,81	29,10	29,39	29,67	29,95	30,23	30,51	30,78	31,06	31,33
0,9	31,59	31,86	32,12	32,38	32,64	32,89	33,15	33,40	33,65	33,89
1,0	34,13	34,38	34,61	34,85	35,08	35,31	35,54	35,77	35,99	36,21
1,1	36,43	36,65	36,86	37,08	37,29	37,49	37,70	37,90	38,10	38,30
1,2	38,49	38,69	38,88	39,07	39,25	39,44	39,62	39,80	39,97	40,15
1,3	40,32	40,49	40,66	40,82	40,99	41,15	41,31	41,47	41,62	41,77
1,4	41,92	42,07	42,22	42,36	42,51	42,65	42,79	42,92	43,06	43,19
1,5	43,32	43,45	43,57	43,70	43,82	43,94	44,06	44,19	44,29	44,41
1,6	44,52	44,63	44,74	44,84	44,95	45,05	45,15	45,25	45,35	45,45
1,7	45,54	45,64	45,73	45,82	45,91	45,99	46,08	46,16	46,25	46,33
1,8	46,41	46,49	46,56	46,64	46,71	46,78	46,86	46,93	46,99	47,06
1,9	47,13	47,19	47,26	47,32	47,38	47,44	47,50	47,56	47,61	47,67
2,0	47,72	47,78	47,83	47,88	47,93	47,98	48,03	48,08	48,12	48,17
2,1	48,21	48,26	48,30	48,34	48,38	48,42	48,46	48,50	48,54	48,57
2,2	48,61	48,64	48,68	48,71	48,75	48,78	48,81	48,84	48,87	48,90
2,3	48,98	48,96	48,98	49,01	49,04	49,06	49,09	49,11	49,13	49,16
2,4	49,18	49,20	49,22	49,25	49,27	49,29	49,31	49,32	49,34	49,36
2,5	49,38	49,40	49,41	49,43	49,45	49,46	49,48	49,49	49,51	49,52
2,6	49,53	49,55	49,56	49,57	49,59	49,60	49,61	49,62	49,63	49,64
2,7	49,65	49,66	49,67	49,68	49,69	49,70	49,71	49,72	49,73	49,74
2,8	49,75	49,76	49,77	49,77	49,77	49,78	49,79	49,79	49,80	49,81
2,9	49,81	49,82	49,82	49,83	49,84	49,84	49,85	49,85	49,86	49,86
3,0	49,87	49,87	49,87	49,88	49,88	49,89	49,89	49,89	49,90	49,90
3,1	49,90	49,91	49,91	49,91	49,92	49,92	49,92	49,92	49,93	49,93
3,2	49,93	49,93	49,94	49,94	49,94	49,94	49,94	49,95	49,95	49,95
3,3	49,95	49,95	49,95	49,96	49,96	49,96	49,96	49,96	49,97	49,97
3,4	49,97	49,97	49,97	49,97	49,97	49,97	49,97	49,97	49,97	49,98
3,5	49,98	49,98	49,98	49,98	49,98	49,98	49,98	49,98	49,98	49,98
3,6	49,98	49,98	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99
3,7	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99
3,8	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99	49,99
3,9	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00	50,00

## Appendix 8: Tabel Critical Value for the Liliefors Test for Normality

Table A22 Table of Critical Values for the Lilliefors Test for Normality

One-tailed	.20	.15	.10	.05	.01
Two-tailed	.40	.30	.20	.10	.02
$n = 4$	.300	.319	.352	.381	.417
5	.285	.299	.315	.337	.405
6	.265	.277	.294	.319	.364
7	.247	.258	.276	.300	.348
8	.233	.244	.261	.285	.331
9	.223	.233	.249	.271	.311
10	.215	.224	.239	.258	.294
11	.206	.217	.230	.249	.284
12	.199	.212	.223	.242	.275
13	.190	.202	.214	.234	.268
14	.183	.194	.207	.227	.261
15	.177	.187	.201	.220	.257
16	.173	.182	.195	.213	.250
17	.169	.177	.189	.206	.245
18	.166	.173	.184	.200	.239
19	.163	.169	.179	.195	.235
20	.160	.166	.174	.190	.231
25	.142	.147	.158	.173	.200
30	.131	.136	.144	.161	.187
$n > 30$	$.736/\sqrt{n}$	$.768/\sqrt{n}$	$.805/\sqrt{n}$	$.886/\sqrt{n}$	$1.031/\sqrt{n}$



## Appendix 9: Students Pretest and Posttest Worksheet (Experimental Class)

Name : NUR FAOZLAH ARIS

Pretest

$$\frac{24}{25} \times 100 = 96$$

Class : X. Mia. 1

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car  $\Rightarrow$  Noun phrase
2. Curly hair  $\Rightarrow$  Noun phrase
3. In the class  $\Rightarrow$  Prepositional phrase
4. Will be held  $\Rightarrow$  Verb phrase
5. Are studied  $\Rightarrow$  Verb phrase
6. Beautiful teacher  $\Rightarrow$  Noun phrase
7. Under the table  $\Rightarrow$  Prepositional phrase
8. Were learned  $\Rightarrow$  Verb phrase
9. Thick book  $\Rightarrow$  Noun phrase
10. Inside my bag  $\Rightarrow$  Prepositional phrase
11. Had tried  $\Rightarrow$  Verb phrase
12. To you  $\Rightarrow$  Prepositional phrase
13. Beside the mosque  $\Rightarrow$  prepositional phrase
14. Would buy  $\Rightarrow$  Verb phrase
15. Diligent students  $\Rightarrow$  Noun phrase
16. Behind the door  $\Rightarrow$  prepositional phrase
17. Long veil  $\Rightarrow$  Prepositional phrase
18. Should go  $\Rightarrow$  Verb phrase
19. Three bags  $\Rightarrow$  Noun phrase
20. In front of the canteen  $\Rightarrow$  prepositional phrase
21. Basket ball  $\Rightarrow$  Noun phrase
22. Is written  $\Rightarrow$  Verb phrase
23. Have eaten  $\Rightarrow$  Verb phrase
24. On the chair  $\Rightarrow$  Prepositional phrase
25. New library  $\Rightarrow$  Noun phrase

## Post Test

$$\frac{21}{25} \times 100 = 84$$

Name : Nur Fadillah Aris

Class : X-Mia-1

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper.  $\Rightarrow$  Prepositional phrase
2. Tom is being foolish.  $\Rightarrow$  Verb phrase
3. The book on the table is mine.  $\Rightarrow$  prepositional phrase
4. You has not read a book.  $\Rightarrow$  Verb phrase
5. She is wearing the same hat as mine.  $\Rightarrow$  Noun phrase
6. I must go to the teacher's room.  $\Rightarrow$  Verb phrase
7. The best football player is Ronaldo.  $\Rightarrow$  Noun phrase
8. A police officer stood on the corner.  $\Rightarrow$  prepositional phrase
9. My boss has offered me much money.  $\Rightarrow$  Noun phrase
10. You would play tennis.  $\Rightarrow$  Verb phrase
11. I can't walk because of my broken leg.  $\Rightarrow$  Noun phrase
12. I do not know whose pen in my bag.  $\Rightarrow$  Noun phrase
13. The man is my close friend.  $\Rightarrow$  Noun phrase
14. Elsa can speak English.  $\Rightarrow$  Verb phrase
15. They got married in 1998.  $\Rightarrow$  prepositional phrase
16. I will never forget to finish my homework.  $\Rightarrow$  Verb phrase
17. His success was due to hard work.  $\Rightarrow$  ~~Verb phrase~~ Noun phrase
18. The people in the bus escaped through the emergency exit.  $\Rightarrow$  Noun phrase
19. All the cookies are eaten by the children.  $\Rightarrow$  Noun phrase
20. My aunt calls my uncle sweet heart.  $\Rightarrow$  Noun phrase
21. The child actor won an award.  $\Rightarrow$  Noun phrase
22. He acted according to his promise.  $\Rightarrow$  Noun phrase
23. You will not succeed that way.  $\Rightarrow$  Verb phrase
24. His home is near the mosque.  $\Rightarrow$  prepositional phrase
25. Irma will have finished the dinner by 20.00.  $\Rightarrow$  Verb phrase

14.

Pretest

$$\frac{18}{25} \times 100 = 72$$

Name : Muh. JordiClass : X. MIA. I

**Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!**

1. Black car : Noun phrase
- ~~2.~~ Curly hair : Verb phrase
- ~~3.~~ In the class : Verb phrase
4. Will be held : Verb phrase
5. Are studied : Verb phrase
6. Beautiful teacher : Noun phrase
7. Under the table : Prepositional phrase
8. Were learned : Verb phrase.
9. Thick book : Noun phrase
- ~~10.~~ Inside my bag : Noun phrase
- ~~11.~~ Had tried : Prepositional phrase
- ~~12.~~ To you : Noun phrase
13. Beside the mosque : Prepositional phrase
14. Would buy : Verb phrase
15. Diligent students : Noun phrase.
16. Behind the door : Prepositional phrase
17. Long veil : Noun phrase
18. Should go : Verb phrase
19. Three bags : Noun phrase
- ~~20.~~ In front of the canteen : Noun phrase
21. Basket ball : Noun phrase
22. Is written : Verb phrase
23. Have eaten : Verb phrase
- ~~24.~~ On the chair : Verb phrase.
25. New library : Noun phrase

$\frac{22}{25} \times 100 = 88$

Post Test

Name : Muh. Jordi.....

Class : X.MIA.I.....

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. : Prepositional phrase
2. Tom is being foolish. : Verb phrase
3. The book on the table is mine. : Prepositional Phrase
4. You has not read a book. : Verb phrase
5. She is wearing the same hat as mine. noun phrase
6. I must go to the teacher's room. : verb phrase
7. The best football player is Ronaldo. : Noun phrase
8. A police officer stood on the corner. : Prepositional phrase
9. My boss has offered me much money. : noun phrase
10. You would play tennis. : Verb Phrase
11. I can't walk because of my broken leg. : noun phrase
12. I do not know whose pen in my bag : Verb phrase
13. The man is my close friend. : noun phrase
14. Elsa can speak English. : Verb Phrase
15. They got married in 1998. : Noun phrase
16. I will never forget to finish my homework. : Verb Phrase
17. His success was due to hard work. : Verb Phrase
18. The people in the bus escaped through the emergency exit. : Noun phrase
19. All the cookies are eaten by the children. : Noun Phrase
20. My aunt calls my uncle sweet heart. : Noun phrase
21. The child actor won an award. : Noun phrase
22. He acted according to his promise. : Prepositional phrase
23. You will not succeed that way. : Verb phrase
24. His home is near the mosque. : Prepositional phrase
25. Irma will have finished the dinner by 20.00. : Verb phrase



12

Pretest

$$\frac{25}{25} \times 100 = 100$$

Name : Muh. Anugerah Arifin

Class : X MIA 1

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car noun phrase
2. Curly hair noun phrase
3. In the class prepositional phrase
4. Will be held verb phrase
5. Are studied verb phrase
6. Beautiful teacher noun phrase
7. Under the table prepositional phrase
8. Were learned verb phrase
9. Thick book noun phrase
10. Inside my bag prepositional phrase
11. Had tried verb phrase
12. To you prepositional phrase
13. Beside the mosque prepositional phrase
14. Would buy verb phrase
15. Diligent students noun phrase
16. Behind the door prepositional phrase
17. Long veil noun phrase
18. Should go verb phrase
19. Three bags noun phrase
20. In front of the canteen prepositional phrase
21. Basket ball noun phrase
22. Is written verb phrase
23. Have eaten verb phrase
24. On the chair prepositional phrase
25. New library noun phrase

## Post Test

$$\frac{25}{25} \times 100 = 100$$

Name : Muh. Anugerah Arifin

Class : X. MIA. 1

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. Prepositional phrase
2. Tom is being foolish. Verb phrase
3. The book on the table is mine. prepositional phrase
4. You has not read a book. Verb phrase
5. She is wearing the same hat as mine. noun phrase
6. I must go to the teacher's room. Verb phrase
7. The best football player is Ronaldo. noun phrase
8. A police officer stood on the corner. Prepositional phrase
9. My boss has offered me much money. noun phrase
10. You would play tennis. Verb phrase
11. I can't walk because of my broken leg. noun phrase
12. I do not know whose pen in my bag. Verb phrase
13. The man is my close friend. noun phrase
14. Elsa can speak English. Verb phrase
15. They got married in 1998. Prepositional phrase
16. I will never forget to finish my homework. Verb phrase
17. His success was due to hard work. prepositional phrase
18. The people in the bus escaped through the emergency exit. noun phrase
19. All the cookies are eaten by the children. Prepositional phrase
20. My aunt calls my uncle sweet heart. noun phrase
21. The child actor won an award. noun phrase
22. He acted according to his promise. Prepositional phrase
23. You will not succeed that way. Verb phrase
24. His home is near the mosque. Prepositional phrase
25. Irma will have finished the dinner by 20.00. Verb phrase

11

Pretest

$$\frac{21}{25} \times 100 = 84$$

Name : M. Hasyir. B.

Class : X. MIA. 2

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car : Noun Phrase
2. Curly hair : Noun Phrase
3. In the class : Prepositional Phrase
4. Will be held : verb phrase
5. Are studied : verb Phrase
6. Beautiful teacher : Noun Phrase
7. Under the table : prepositional phrase
8. Were learned : verb Phrase
9. Thick book : Prepositional Phrase
10. Inside my bag : prepositional phrase
11. Had tried : verb Phrase
12. To you : verb Phrase
13. Beside the mosque : Prepositional phrase
14. Would buy : verb phrase
15. Diligent students : verb phrase
16. Behind the door : Prepositional phrase
17. Long veil : verb phrase
18. Should go : Verb phrase
19. Three bags : Noun Phrase
20. In front of the canteen : Prepositional phrase
21. Basket ball : Noun phrase
22. Is written : verb phrase
23. Have eaten : Verb phrase
24. On the chair : Prepositional phrase
25. New library : Noun Phrase

## Post Test

$$\frac{22}{25} \times 100 = 88$$

Name : M. Hasyir B.....

Class : X.MIA.2.....

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. : Prepositional Phrase
2. Tom is being foolish. : VP
3. The book on the table is mine. : PP
4. You has not read a book. : VP
5. She is wearing the same hat as mine. : NP
6. I must go to the teacher's room. : VP
7. The best football player is Ronaldo. : NP
8. A police officer stood on the corner. : PP
9. My boss has offered me much money. : NP
10. You would play tennis. : VP
11. I can't walk because of my broken leg. : NP
12. I do not know whose pen in my bag. : VP
13. The man is my close friend. : NP
14. Elsa can speak English. : VP
15. They got married in 1998. : NP
16. I will never forget to finish my homework. : VP
17. His success was due to hard work. : VP
18. The people in the bus escaped through the emergency exit. : NP
19. All the cookies are eaten by the children. : NP
20. My aunt calls my uncle sweet heart. : NP
21. The child actor won an award. : NP
22. He acted according to his promise. : PP
23. You will not succeed that way. : VP
24. His home is near the mosque. : PP
25. Irna will have finished the dinner by 20.00. : VP



## Appendix 10: Students Pretest and Posttest Worksheet (Control Class)

④

Name : ALDIK

Pretest

$$\frac{16}{25} \times 100 = 64$$

Class : X MPA 2

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car Noun Phrase
2. Curly hair Noun Phrase
3. In the class Prepositional Phrase
4. Will be held Verb Phrase
5. Are studied Noun Phrase
6. Beautiful teacher Prepositional Phrase
7. Under the table ~~Noun~~ Noun Phrase
8. Were learned Verb Phrase
9. Thick book Noun Phrase
10. Inside my bag Prepositional Phrase
11. Had tried Verb Phrase
12. To you Noun Phrase
13. Beside the mosque Noun Phrase
14. Would buy Verb Phrase
15. Diligent students Noun Phrase
16. Behind the door Prepositional Phrase
17. Long veil Verb Phrase
18. Should go Verb Phrase
19. Three bags Noun Phrase
20. In front of the canteen Verb Phrase
21. Basket ball Noun Phrase
22. Is written Verb Phrase
23. Have eaten Prepositional Phrase
24. On the chair Verb Phrase
25. New library Noun Phrase

## Post Test

$$\frac{19}{25} \times 100 = 76$$

Name : ALDIK.....

Class : X<sup>nia</sup> 2.....

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. Prepositional phrase
2. Tom is being foolish. Verb phrase
3. The book on the table is mine. Prepositional phrase
4. You has not read a book. Verb phrase
5. She is wearing the same hat as mine. Verb phrase
6. I must go to the teacher's room. Verb phrase
7. The best football player is Ronaldo. Noun phrase
8. A police officer stood on the corner. Prepositional phrase
9. My boss has offered me much money. Prepositional phrase
10. You would play tennis. Verb phrase
11. I can't walk because of my broken leg. Prepositional phrase
12. I do not know whose pen in my bag. Verb phrase
13. The man is my close friend. Noun phrase
14. Elsa can speak English. Verb phrase
15. They got married in 1998. Prepositional phrase
16. I will never forget to finish my homework. Verb phrase
17. His success was due to hard work. Noun phrase
18. The people in the bus escaped through the emergency exit. Noun phrase
19. All the cookies are eaten by the children. Prepositional phrase
20. My aunt calls my uncle sweet heart. Noun phrase
21. The child actor won an award. Noun phrase
22. He acted according to his promise. Prepositional phrase
23. You will not succeed that way. Verb phrase
24. His home is near the mosque. Noun phrase
25. Irma will have finished the dinner by 20.00. Verb phrase

(28)

Name : Wildana.....

Class : X Mia 2.....

Pretest

$$\frac{19}{25} \times 100 = 76$$

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car noun phrase
- ~~2.~~ Curly hair Verb phrase
3. In the class prepositional phrase
- ~~4.~~ Will be held prepositional phrase
5. Are studied Verb phrase
6. Beautiful teacher noun phrase
- ~~7.~~ Under the table noun phrase
8. Were learned Verb phrase
9. Thick book noun phrase
10. Inside my bag prepositional phrase
11. Had tried Verb phrase
- ~~12.~~ To you noun phrase
13. Beside the mosque prepositional phrase
14. Would buy Verb phrase
- ~~15.~~ Diligent students Verb phrase
16. Behind the door prepositional phrase
17. Long veil noun phrase
18. Should go Verb phrase
19. Three bags noun phrase
- ~~20.~~ In front of the canteen noun phrase
21. Basket ball noun phrase
22. Is written Verb phrase
23. Have eaten Verb phrase
24. On the chair prepositional phrase
25. New library noun phrase

Post Test  $\frac{20}{25} \times 100 = 80$

Name : Wildana.....

Class : X Mia 2.....

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. noun phrase
2. Tom is being foolish. verb phrase
3. The book on the table is mine. prepositional phrase
4. You has not read a book. verb phrase
5. She is wearing the same hat as mine. verb phrase
6. I must go to the teacher's room. verb phrase
7. The best football player is Ronaldo. noun phrase
8. A police officer stood on the corner. prepositional phrase
9. My boss has offered me much money. noun phrase
10. You would play tennis. verb phrase
11. I can't walk because of my broken leg. prepositional phrase
12. I do not know whose pen in my bag. verb phrase
13. The man is my close friend. noun phrase
14. Elsa can speak English. verb phrase
15. They got married in 1998. prepositional phrase
16. I will never forget to finish my homework. verb phrase
17. His success was due to hard work. prepositional phrase
18. The people in the bus escaped through the emergency exit. noun phrase
19. All the cookies are eaten by the children. prepositional phrase
20. My aunt calls my uncle sweet heart. noun phrase
21. The child actor won an award. noun phrase
22. He acted according to his promise. verb phrase
23. You will not succeed that way. verb phrase
24. His home is near the mosque. noun phrase
25. Irma will have finished the dinner by 20.00. verb phrase



⑤

Pretest  $\frac{16}{25} \times 100 = 64$

Name : as.haf.....

Class : x...mja...2....

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car Noun phrase
2. Curly hair Noun phrase
3. In the class prepositional phrase
4. Will be held Verb phrase
- ✓ 5. Are studied Noun phrase
- ✓ 6. Beautiful teacher preposition phrase
- ✓ 7. Under the table Noun phrase
8. Were learned Verb ~~verb~~ phrase
9. Thick book Noun phrase
10. Inside my bag Prepositional phrase
11. Had tried Verb phrase
- ✓ 12. To you Noun phrase
- ✓ 13. Beside the mosque Noun phrase
14. Would buy Verb phrase
15. Diligent students Noun phrase
16. Behind the door prepositional phrase
- ✓ 17. Long veil Verb phrase
18. Should go Verb phrase
19. Three bags Noun phrase
- ✓ 20. In front of the canteen Verb phrase
21. Basket ball Noun phrase
22. Is written Verbe phrase
- ✓ 23. Have eaten Prepositional phrase
- ✓ 24. On the chair ~~verb~~ Verbe phrase
25. New library Noun phrase

Post Test

$$\frac{10}{25} \times 100 = 72$$

Name : Sas. bar.....

Class : X...Mia...2...

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. prepositional phrase
2. Tom is being foolish. verb phrase
3. The book on the table is mine. verb phrase
4. You has not read a book. verb phrase
5. She is wearing the same hat as mine. prepositional phrase
6. I must go to the teacher's room. verb phrase
7. The best football player is Ronaldo. noun phrase
8. A police officer stood on the corner. prepositional phrase
9. My boss has offered me much money. verb phrase
10. You would play tennis. verb phrase
11. I can't walk because of my broken leg. prepositional phrase
12. I do not know whose pen in my bag. verb phrase
13. The man is my close friend. noun phrase
14. Elsa can speak English. verb phrase
15. They got married in 1998. noun phrase
16. I will never forget to finish my homework. verb phrase
17. His success was due to hard work. prepositional phrase
18. The people in the bus escaped through the emergency exit. noun phrase
19. All the cookies are eaten by the children. prepositional phrase
20. My aunt calls my uncle sweet heart. verb phrase
21. The child actor won an award. noun phrase
22. He acted according to his promise. prepositional phrase
23. You will not succeed that way. verb phrase
24. His home is near the mosque. noun phrase
25. Irna will have finished the dinner by 20.00. verb phrase

(13)

Pretest

$$\frac{18}{25} \times 100 = 72$$

Name : IkhSan

Class : X. MIA. 2

Instruction: Identify whether the phrase is a noun phrase, verb phrase or a prepositional phrase!

1. Black car Noun phrase
2. Curly hair Noun phrase
- ~~3~~ In the class Noun phrase
4. Will be held Verb phrase
5. Are studied Verb phrase
6. Beautiful teacher Noun phrase
- ~~7~~ Under the table Noun phrase
8. Were learned Verb phrase
9. Thick book Noun phrase
10. Inside my bag Prepositional phrase
11. Had tried verb phrase
- ~~12~~ To you Noun phrase
13. Beside the mosque Prepositional phrase
14. Would buy Verb phrase
15. Diligent students Noun phrase
- ~~16~~ Behind the door Noun phrase
- ~~17~~ Long veil Verb phrase
18. Should go verb phrase
19. Three bags Noun phrase
20. In front of the canteen Prepositional phrase
21. Basket ball Noun phrase
- ~~22~~ Is written Prepositional phrase
23. Have eaten Verb phrase
- ~~24~~ On the chair Noun phrase
25. New library Noun phrase

Post Test  $\frac{20}{25} \times 100 = 80$

Name : Ikhsan

Class : X-MIA.2

Instruction: Identify whether the phrase in underline word is a noun phrase, verb phrase or a prepositional phrase!

1. She writes the letter in the pink paper. Prepositional phrase
2. Tom is being foolish. Verb Phrase
3. The book on the table is mine. Verb phrase
4. You has not read a book. Verb phrase
5. She is wearing the same hat as mine. Verb phrase
6. I must go to the teacher's room. Verb phrase
7. The best football player is Ronaldo. Noun phrase
8. A police officer stood on the corner. Prepositional phrase
9. My boss has offered me much money. Noun phrase
10. You would play tennis. Verb phrase
11. I can't walk because of my broken leg. Noun phrase
12. I do not know whose pen in my bag. Verb phrase
13. The man is my close friend. Noun phrase
14. Elsa can speak English. Verb phrase
15. They got married in 1998. Prepositional phrase
16. I will never forget to finish my homework. Noun phrase
17. His success was due to hard work. Noun phrase
18. The people in the bus escaped through the emergency exit. Noun phrase
19. All the cookies are eaten by the children. Prepositional phrase
20. My aunt calls my uncle sweet heart. Noun phrase
21. The child actor won an award. Noun phrase
22. He acted according to his promise. Noun phrase
23. You will not succeed that way. Verb phrase
24. His home is near the mosque. Prepositional phrase
25. Irma will have finished the dinner by 20.00. Verb phrase



## Appendix 11: Table of Degree of Freedom

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69961	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68486	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilitas yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilitas yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung



Titik Persentase Distribusi t (df = 81 –120)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
81	0.67753	1.29209	1.66388	1.98999	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilitas yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung.

## Appendix 12: Documentation





















KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21367 📠 (0421) 24404  
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B - 125 /Sti.08/PP.00.9/05/2018  
Lampiran : -  
Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
Kepala Daerah KAB. PINRANG  
di  
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: RISNAH
Tempat/Tgl. Lahir	: PAPPAREANG, 07 Mei 1996
NIM	: 14.1300.063
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: JL POROS AMMANI, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. PINRANG** dalam rangka penyusunan skripsi yang berjudul :

**"THE IMPACT OF INDUCTIVE APPROACH IN TEACHING PHRASES AT THE FIRST YEAR STUDENTS OF SMA NEGERI 3 PINRANG "**

Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

4 Mei 2018

A.n Rektor

Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)



Muh. Djunaida



**PEMERINTAH KABUPATEN PINRANG  
SEKRETARIAT DAERAH**

Jln. Bintang No. 01 Telp (0421) 923 056 – 922 914 - 923 213  
**PINRANG**

Pinrang, 04 Mei 2018

Kepada

Nomor : 070 / 293 / Kemasy.

Yth Kepala SMA Negeri 3 Pinrang

Lamp. : -

di-

Perihal : Rekomendasi Penelitian.

Patobong.

Berdasarkan Surat Plt.Wakil Rektor Bidang Akademik dan Pengembangan Lembaga Institut Agama Islam Negeri (IAIN) Parepare Nomor : B-123/Sti.08/PP.00.9/05/2018 tanggal 4 Mei 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama	: RISNAH
Nim	: 14.1300.063
Jenis Kelamin	: Perempuan
Pekerjaan/Prog Study	: Mahasiswi /Pend. Bahasa Inggris
Alamat	: Jl. Poros Ammani, Kab .Pinrang
Telephone	: 082318640636.

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "THE IMPACT OF INDUCTIVE APPROACH IN TEACHING PHRASES AT THE FIRST YEAR STUDENTS OF SMA NEGERI 3 PINRANG" yang pelaksanaannya pada tanggal 07 Mei s/d 08 Juni 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyetujui atau merekomendasikan kegiatan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian ini:

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan pelaksanaan sebagaimana mestinya.

An. SEKRETARIS DAERAH  
Asisten Administrasi Umum

**Drs. BAU YAWERIGADING**  
 Pangkat : Pembina Utama Muda  
 NIP. 19601231 1988031 1 087

Tembusan:

1. Bupati Pinrang sebagai laporan di Pinrang;
2. Dandim 1404 Pinrang di Pinrang;
3. Kapolres Pinrang di Pinrang;
4. Kepala Dinas P & K Kab.Pinrang di Pinrang
5. Kepala Badan Kesbang dan Politik Kab.Pinrang di Pinrang;
6. Plt Wakil Rektor Bidang APL IAIN Parepare di Parepare;
7. Camat Matirro Sompe di Langga;
8. Yang bersangkutan untuk diketahui;
9. Arsip.



**PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
UPT SMAN 3 PINRANG**

Alamat : Jl. Poros Lango-Pinrang, Desa Patobong, Kec. Mattiroannga, Kab. Pinrang, Sulawesi Selatan  
Kode Pos : 91261 Telp. (0421) 391 4148, Email: [manegeripinrang@gmail.com](mailto:manegeripinrang@gmail.com)



**SURAT KETERANGAN**

Nomor: 145/421.4-SMA.3/VII/2018

Yang bertanda tangan di bawah ini Kepala UPT SMAN3 Pinrang, menerangkan bahwa:

Nama : RISNAH  
NIM : 14.1300.063  
Jenis Kelamin : Perempuan  
Pekerjaan : Mahasiswa  
Jurusan/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris  
Alamat : Jl. Poros Ammani, Kab. Pinrang  
Telephone : 082318640636

Berdasarkan surat masuk dari Pemerintah Kabupaten Pinrang Sekretariat Daerah (Asisten Administrasi Umum) Nomor: 070/243/kemasy tanggal 04 Mei 2018 tentang perihal izin penelitian, yang bersangkutan tersebut namanya di atas telah melakukan penelitian di SMAN 3 Pinrang pada tanggal 07 Mei 2018 s/d 08 Juni 2018 dengan judul penelitian "The Impact of Inductive Approach in Teaching Phrases at the First Year Students of SMAN 3 Pinrang".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 23 Juli 2018

Kepala UPT SMAN 3 Pinrang,



Drs. Abdullah Rahman, S.E., MM  
NIP. 19621231 198903 1 128



## CURRICULUM VITAE



The researcher was born on May 7<sup>th</sup>, 1996 in Dusun Pappareang, Desa Mattirotasi, exactly in Pinrang. She is the second child in her family. She has two sisters and one brother. Her father name is Syamsuddin and her mother name is Sahari. Her educational background began in 2002 at SDN 283 Manisawa, Kec. Mattiro Sompe, Kab. Pinrang and graduated on 2008. She continued her study at SMP Negeri 3 Mattiro Sompe and graduated in 2011. At the same year, she registered in SMA Negeri 3 Pinrang and graduated in 2014. She continued her study at State Islamic Institute (IAIN) Parepare and chose English Program of Tarbiyah and Adab Department as her study program. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018 with the title of her *skripsi* “The Effectiveness of Inductive Approach in Teaching Phrases at the First Year Students of SMA Negeri 3 Pinrang.”