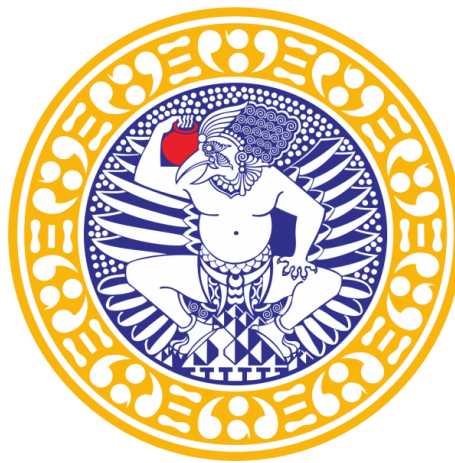


UNDERGRADUATE THESIS

**THE APPLICATION OF RULE DEDUCTION AND MEMORIZATION
TECHNIQUE IN THE TEACHING OF ENGLISH GRAMMAR AND IN
WRITING OF RECOUNT TEXT**



By

FATHIN ARIFUNA

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**ENGLISH DEPARTMENT
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SURABAYA**

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**Submitted in Partial Fulfillment of the Requirements for the Sarjana Degree
of English Department Faculty of Humanities Universitas Airlangga**

By

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2022

DECLARATION

I declare that this undergraduate thesis submitted in partial fulfillment of the degree of Sarjana Humaniora (S.Hum) of the English Department Faculty of Humanities Universitas Airlangga is entirely my own work and has been solely the result of my own original research. Hereby, I confirm that:

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Surabaya, 28 April 2022

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121711233068



DEDICATION

With genuine gratitude and warm regard, I am dedicating this thesis to my loved ones that has helped me mentally when working on this research until it's completed. Without them, I would have a hard time going forward and stuck in a depression. First of all, to my beloved parents who had given me love throughout my life, always supported me, and has taught me the way to live kindly. I would like to also especially mention my mother, as she was the one who always pat my back and encouraged me to get up.

Next, to my sister Farah, who is also my best friend in life, I dedicate this thesis to her. Even though she was far away, she would always call and asked how I was doing. Lastly, to my grandmother Chotimatun, although she is no longer in this world, I will always hold dear the memories I had of her. I regret with all my life that I could not attend her funeral due to working on this thesis. May Allah SWT bring her to *Jannah Firdaws*.

APPROVAL SHEET

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Technique in the Teaching of English Grammar and in
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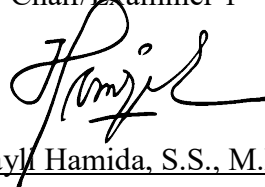


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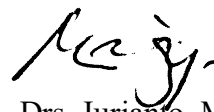
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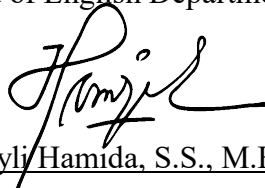


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Surabaya, 28 April 2022



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ABSTRACT

Learning grammar is one of the most important aspects in learning English. Grammar teaching in Indonesia has been conducted by applying many different kinds of methods, one of which is known as the grammar-translation method. This research aimed to compare two teaching techniques of grammar-translation method and to find out the better technique between these two in teaching English grammar to junior high school students. Two classes of 8th grade students of SMP Negeri 3 Bojonegoro which consist of 30 students in each class participated in the research. It was a comparative study in which the rule deduction technique treatment was applied to one group, and the memorization technique treatment was applied to another. Then, it compared the result of a test with three types of questions conducted after treatments to conclude the final result. In the first test, the deductive group has the score of 62 points while the memorization group had 60.3 points. In the second and third test, the deductive group has a result of 42 and 67.3 points, and the memorization group had 49.3 and 44.4. Through the tests results, the deductive group is leading in two out of three tests, which revealed that the deductive group result is better than memorization group. In the first test, the deductive group has a slightly better score than the memorization group by 1.7 points and in the last test, the differences in points between the deductive and memorization group is 22.9 points. The writer concludes from the results that rule deduction technique give better result for students in learning English grammar due to the lack of practice or challenges and other aspect needed in learning grammar in memorization technique compared to that of the technique of rule deduction.

Keywords: Rule Deduction Technique, English Grammar, Grammar-translation Method, Memorization Technique, TESL

ABSTRAK

Mempelajari grammar adalah salah satu aspek penting dalam mempelajari bahasa Inggris. Pengajaran grammar di Indonesia mengaplikasikan banyak jenis metode ajar dan salah satunya adalah metode grammar-translation. Penelitian ini bertujuan untuk membandingkan dua teknik pengajaran dan mencari tahu teknik yang lebih baik diantara keduanya dalam mengajar grammar Bahasa Inggris untuk siswa sekolah menengah pertama. Dua grup siswa kelas 8 dari SMP Negeri 3 Bojonegoro yang terdiri dari 30 siswa di setiap kelas berpartisipasi dalam penelitian ini. Penelitian ini adalah sebuah studi komparatif yang mana satu grup diberikan perlakuan teknik rule deduction dan perlakuan teknik memorization untuk grup yang lain lalu membandingkan hasil dari tes dengan tiga jenis pertanyaan yang dilaksanakan setelah perlakuan untuk menyimpulkan hasil akhirnya. Di tes pertama, grup deductive mendapatkan skor 62 poin, sedangkan grup memorization mendapatkan skor 60.3 poin. Di tes kedua dan ketiga, grup deduktif mempunyai skor 42 dan 67.3 poin, dan grup memorization dengan skor 49.3 dan 44.4 poin. Dari hasil tes tersebut, skor grup deductive memimpin di dua dari tiga tes, yang mana menunjukkan bahwa grup deductive memiliki hasil yang lebih baik daripada grup memorization. Di tes pertama, grup deductive memiliki point sedikit lebih tinggi dibandingkan grup memorization sebanyak 1.7 poin dan di tes ketiga, perbedaan poinnya sebanyak 22.9 poin. Penulis menyimpulkan dari hasil tersebut bahwa teknik rule deduction memberikan hasil yang lebih baik dalam mempelajari grammar bahasa Inggris untuk siswa sekolah menengah pertama yang disebabkan oleh kurangnya latihan atau tantangan dan aspek lain yang diperlukan dalam mempelajari grammar di teknik memorization dibandingkan dengan teknik rule deduction.

Kata kunci: Grammar Bahasa Inggris, Metode Grammar-translation, Teknik Rule Deduction, Teknik Memorization, TESL