

DEVELOPING THE STUDENTS' MASTERY IN USING SUBJECT-VERB AGREEMENT THROUGH INDUCTIVE METHOD

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui apakah metode induktif dapat mengembangkan penguasaan siswa dalam menggunakan subjek-verb agreement atau tidak. Dalam penelitian ini, penulis memutuskan untuk mengambil hanya 67 siswa sebagai sampel penelitian ini, di mana mereka dipilih secara acak. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan tes tertulis dengan formulir pilihan ganda. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Melalui analisis data, dapat diketahui bahwa persentase kelas yang lulus KKM (75) pada post-test cycle dua adalah 97,01%. Artinya dalam siklus 2 Penelitian Tindakan Kelas (PTK), ada 65 siswa yang lulus KKM dan ada 2 siswa yang nilainya di bawah KKM. Persentase kelas dari posttest 2 menunjukkan peningkatan beberapa siswa dari persentase kelas dalam pretest (17,91%). Peningkatan siswa yang lulus KKM adalah 79,10% (97,01% - 17,91%). Namun, dari persentase ini, PTK telah berhasil. Jadi hipotesis dari penelitian ini yang menyatakan: "Ada peningkatan yang signifikan dari penguasaan siswa dalam menggunakan subjek-verb agreement setelah mereka diajarkan dengan menggunakan metode induktif di kelas tujuh SMP Negeri 3 Padangsidimpuan", diterima.

Kata kunci: metode induktif, pemahaman subjek dan kata kerja

ABSTRACT

This research is carried out in order to know whether inductive method can develop the students' mastery in using subject-verb agreement or not. In this research, the writer decides to take only 67 students as the sample of this research, in which they are chosen randomly. For getting the needed data, the writer uses the written test with multiple choice form. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is 97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%). However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in using subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidimpuan in 2016 – 2017 academic year", is accepted.

Keywords : inductive method, subject-verb agreement

I. INTRODUCTION

Every time students learn English, one of the components that they usually faced is

grammar. According to Scrivener (2011), Grammar is focused on the language's form, those are patterns, regularities. That forms must be connect to each other. Therefore

students must be aware with what they are going to write or say, in order to make every part of the words related to one another. For example if students want to be able to speak English and write something in English well, they have to learn the grammar. Therefore, grammar is considered as one of important aspects that students have to master in order to master English language.

There are two methods to teach grammar, those are deductive and inductive method. Students used to learn grammar by using deductive. This method is adapted from one of the principal characteristics of Grammar Translation Method. “Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar.” (Richards: 2001)

The other method that is considered more effective to make students more active is Inductive Method. Based on pedagogical grammar, most experts said that this method can also be called as rule-discovery learning, because in this method, teachers firstly will give many examples of sentences and then students should discover the grammatical rules from the sentences. It is clear that this method would motivate students to be a problem solver, because they must be accustomed to determine the grammatical rules of the sentences by themselves.

This activity can make students more deeply involved in learning process, because this method's style is student-centered. They are the ones who must actively contribute in the class; teachers only stimulate them by giving many examples generally without giving the rules. It makes students feel challenged, because there is a pattern that they have to find.

Referring to the explanation above, the writer needs to know whether inductive method is suitable for 2013 curriculum or not, and the writer also needs to find out whether inductive method can make students understand easily in using subject-verb agreement. The writer would conduct an

experimental study with title : “Developing the students’ mastery in using subject-verb agreement through inductive method”, the writer has chosen the topic based on the following reasons :

1. The writer want to find out whether inductive method can develop the students’ mastery in using subject-verb agreement or not.
2. The writer chooses inductive method, because this method can also be called as rule-discovery learning, because in this method, teachers firstly will give many examples of sentences and then students should discover the grammatical rules from the sentences.
3. The writer chooses subject-verb agreement, because most of the students cannot use subject-verb agreement well.
4. As far as she knows the topic is still new for it has never researched by other researchers before.

The limitation of this research can be seen below :

1. The students’ mastery in using subject-verb agreements in the topic of this research means the students ability to suit between the subject and the verb.
2. Inductive method in the topic of this research means a approach that involves learners’ participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

The problem is assumed as the most important element of a research, and we make a research in order to the study of problem.

Based on the above explanation, the writer can formulate the problem of this research as follows : “ Can inductive method

develop the students' mastery in using subject-verb agreement?"

The writer carries out this research based on the following aims :

1. In order to know whether inductive method can develop the students' mastery in using subject-verb agreement or not
2. In order to know about how far the improvement of students' mastery in using subject-verb agreement after they are taught by using inductive method is.
3. In order to know about how far the students' mastery in using subject-verb agreement is.

The hypothesis of this research is as follows : "There is a significant improvement of the students' mastery in using subject-verb agreement after they are taught by using inductive method".

The result of this study is expected to be useful to give benefits both theoretically and practically go to:

1. Teachers

This study is expected to give information about the effective method for students in order to master subject-verb agreement.

2. Students

This study hopefully can help students in mastery subject-verb agreement. They also can be more active and involve during learning process.

3. Readers

This study is expected to give information and knowledge about inductive method.

II. THE THEORITICAL FRAMEWORKS

Subject-Verb Agreement

The subject is at or near the beginning of the sentence. More specifically, the subject

is the first noun phrase in the sentence. Subject can be a person or thing that is being discussed in a sentence. (Altenberg and Vago : 2010)

There are some types of verb; those are action verb, linking verb and helping verb. To tell what action a subject is doing, that is action verb. To link a subject to a noun or an adjective in predicate is linking verb. And the last, to support the main verb in a sentence is helping verb. (Umstatter, 2007)

Agreement happens when a word changes form depending on the form of the language, such as the verb which it relates to the subject. It is an instance of inflection, and usually involves making the value of some grammatical category (such as gender or person) "agree" between varied words or parts of the sentence. For example, in Standard English, one may say "I am" or "he is", but not "I is" or "he am". This is because the grammar of the language requires that the verb and its subject must agree in person. The pronouns I and he are first and third person respectively, as are the verb forms am and is. The verb form must be selected so that it has the same person as the subject.

The agreement based on overt grammatical categories as above is formal agreement, in contrast to notional agreement, which is based on meaning. For instance, the phrase The United Nations is treated as singular for purposes of agreement even though it is formally plural.⁴ Agreement is the determination of grammatical inflection on the basis of word relations that has been given by the rules of the target language.

Subject-verb agreement is a grammatical rule, which states that the subject and the verb must agree in a sentence. The subject normally refers to the noun or pronoun that tells students whom or what the sentence is about. A verb normally has a singular and plural form in the present tense. The third person singular of the verb usually ends in "s" some auxiliary verbs also have singular and plural forms in the present tense. "Be" has singular and plural forms in the past tense as well as the present tense.

Subject-verb agreement is where students have to suit between the subject and the verb. In English students have to be careful in putting a verb after a subject.

Inductive method

Induction is a process of reasoning moving from specific observations to broader generalizations and theories. In other words, inductive technique is logical reasoning process that obtains or discovers general laws from particular facts or examples. It is a process of explaining something which is started by presenting the examples and ended by theories or grammar rules. It is also called bottom-up approach.(Burney, 2008)

Inductive method is one of many techniques that can be applied in classroom. It can ease the teacher in explaining the material and its examples. In an inductive technique, the teacher first gives the students examples of the grammatical structure to be learned. After the examples have been practiced, the students are guided in forming a generalization about grammatical principle they have been working with.

As for procedure of inductive learning skills by Hilda Taba are :

1. Formation concept (concept learning) is to make list of items (sheet, concept), group of goods by together and the concept title.
2. Information interpretation. The way to teach it is to interpreting and concluding datas by asking questions.
3. Principle application. After students could build up a concept, interpretate and conclude it, next fase is they be expected could apply a principle to explain a whole new phenomenon.
4. Teacher's part in inductive learning model when the model is on going by this model, teacher should have prepared some devices that would help students keep on fire in their activities

to observe the illustrations that has given by teacher's questions.

Studying success by this model also relies to samples or illustrations that used by teacher and how the teacher guide the students to doing analyse through samples and illustrations (Sagala, 2008)

The Frame of Mind

There is a confusion not only in placing the right verb after subject, but also in identifying which one is the verb. Some students have difficulty in understanding subject-verb agreement by reading their sentences that contain some errors.

Students used to learn grammar by using deductive. In this method makes students feel that they are not free to make any sentences they need because the rules make them feel confined. Consequently, students make sentences based on the rules, not based on their creativity in making sentences.

The other method that is considered more effective to make students more active is Inductive Method. Based on pedagogical grammar, most experts said that this method can also be called as rule-discovery learning, because in this method, teachers firstly will give many examples of sentences and then students should discover the grammatical rules from the sentences. It is clear that this method would motivate students to be a problem solver, because they must be accustomed to determine the grammatical rules of the sentences by themselves.

III. THE METHODOLOGY OF RESEARCH

The method is important to be applied, because it can be used as a means to overcome the problem of the research. Because this research is assumed as a scientific research and it is done formally, so that in carrying out this research the writer applies the scientific method.

Arikunto (1989) state that, method was a way that was used to get the data by the researcher. In the research activity, the researcher has to choose and used the suitable method.

Based on the main purpose of this research, that is, in order to find out how far the improvement of the students mastery in using subject-verb agreement after they are taught by using inductive method to the eighth grade students of SMP Negeri 3 Padangsidempuan in 2017 – 2018 academic year is, so that in this research the writer uses class action research (CAR).

Analyzing data was an activity to collect the research data based on the statistics' rule. In accordance with the purpose of the research was to determine the extent of developing the students' mastery in using subject-verb agreement through inductive method to the eighth grade students of SMP Negeri 3 Padangsidempuan.

In analyzing the data from teaching subject-verb agreement through inductive method the writer calculated by using these steps :

1. First, to know how well the students' score as a whole on the test of the subject-verb agreement, the writer tries to get the average student' subject-verb agreement score within one cycle. The formula which is used is the formula by Sudjana (2002) as follows:

$$M_x = \frac{\sum X}{N}$$

In which :

M_x : Mean

$\sum X$: Sum of Individual Score

N : Number of Students

2. The writer gets the class percentage which achieves minimum score 75 by using the formula Anas Sudijono (2008) as follows :

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

In which :

P : The Class Percentage

F : Total Percentage Score

N : Number of Students

3. After getting the mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on the subject-verb agreement from pre-test up to post-test score in both cycle one and cycle two. To analyze that, the writer uses the formula by:

$$P = \frac{y - y_1}{y} \times 100 \%$$

In which :

P : The Percentage of Students' Improvement

Y : Pre-test result of 1st cycle

Y_1 : Post-test result of 1st cycle

$$P = \frac{y - y_2}{y} \times 100 \%$$

In which :

P : The Percentage of Students' Improvement

Y : Pre-test result of 2nd cycle

Y_2 : Post-test result of 2nd cycle

Sarjiwi Suwandi (2010) states CAR is able to be called successful if it can exceed the criterion which has been determined, and fail if it cannot exceed the criterion which has been determined. The criteria is used a measurement of the research. These are the criteria of the action success as follow:

1. The achievement of students that is proved from final score in subject-verb agreement showed 75% of students could achieve the target score 75.
2. The improvement of students' mastery in using subject-verb agreement showed 70% of students could achieve the target score 75.

IV. THE RESULT AND DISCUSSION

The Result of Pre -Test

Before implementing CAR, the writer did pretest to know the general conditions of the classroom. These are the explanation:

From the result of the pre-test that had been done before teaching Subject-verb agreement by using inductive method to the eighth students of SMP Negeri 3 Padangsidempuan in 2017 – 2018 academic year, it has been got that the highest score by the students is 80 and the lowest score is 50. To make it clear, the description of the data can be seen in the following table :

TABLE I
THE STUDENTS' SUBJECT-VERB
AGREEMENT SCORE OF PRE-TEST

NO	PRE-TEST (y)
1.	65
2.	50
3.	50
4.	65
5.	50
6.	65
7.	65
8.	55
9.	70
10.	65
11.	55
12.	65
13.	55
14.	65
15.	55
16.	70
17.	70
18.	65
19.	70
20.	70
21.	70
22.	65
23.	65
24.	65
25.	60
26.	65
27.	65
28.	80
29.	70
30.	65
31.	70
32.	75

NO	PRE-TEST (y)
33.	70
34.	75
35.	70
36.	70
37.	70
38.	75
39.	75
40.	50
41.	60
42.	70
43.	65
44.	65
45.	60
46.	65
47.	60
48.	75
49.	65
50.	75
51.	80
52.	65
53.	75
54.	75
55.	75
56.	80
57.	65
58.	65
59.	60
60.	65
61.	65
62.	55
63.	55
64.	65
65.	55
66.	55
67.	70
TOTAL	4395

From the table above, the writer can calculates the students' Subject-verb agreement mean score (M) of pre - test as follows :

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{4395}{67} \\
 &= 65.60
 \end{aligned}$$

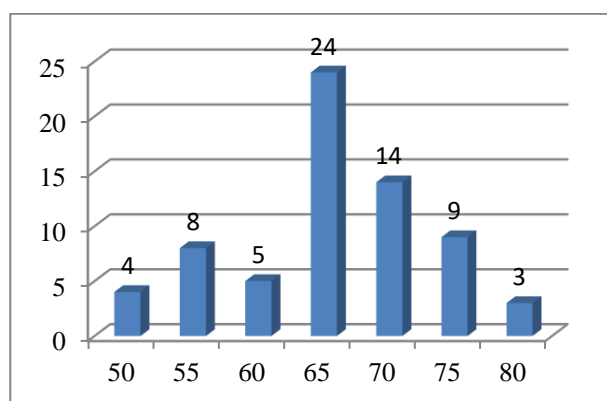
By using the collected data the writer can calculate the percentages of the students' Subject-verb agreement scores in pre - test as the following table :

TABLE II
THE FREQUENCY AND PERCENTAGE
DISTRIBUTION OF THE STUDENTS'
SUBJECT-VERB AGREEMENT
SCORES OF PRE-TEST

NO	SCORES	FREQUENCY	%
1	50	4	5.97%
2	55	8	11.94%
3	60	5	7.46%
4	65	24	35.82%
5	70	14	20.90%
6	75	9	13.43%
7	80	3	4.48%
TOTAL		67	100 %

Based on the table above the writer can make the histogram graphic as follows :

Graphic 1. The frequency histogram of the students' Subject-verb agreement score in pre-test



Based on the above computation, it is known that the students' Subject-verb agreement mean score of pre-test is 65.60. It can be stated that the students' Subject-verb agreement before using inductive method can be categorized into 'uncapable category'. On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

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

$$P = \frac{12}{67} \times 100 \%$$

$$= 17.91 \%$$

From the calculation, there are nineteen students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 17.91 % students whom passed the minimal completeness criteria (KKM).

The Result of Post-Test

After applied the inductive method in teaching Subject-verb agreement to the eighth students of SMP Negeri 3 Padangsidempuan in 2017 – 2018 academic year, it has been got that the highest score of post-test cycle one is 90 and the lowest score is 60. The description of the data can be seen from the table as following :

TABLE III
THE STUDENTS' SUBJECT-VERB
AGREEMENT SCORE OF
POST-TEST CYCLE 1

NO	POST-TEST CYCLE 1 (y ¹)
1.	75
2.	60
3.	60
4.	70
5.	60
6.	80
7.	75
8.	60
9.	75
10.	80
11.	75
12.	80
13.	65
14.	70
15.	60
16.	75
17.	75
18.	75
19.	75
20.	75
21.	80

NO	POST-TEST CYCLE 1 (y ¹)
22.	75
23.	70
24.	75
25.	70
26.	75
27.	80
28.	90
29.	75
30.	80
31.	80
32.	70
33.	70
34.	80
35.	70
36.	75
37.	75
38.	80
39.	75
40.	85
41.	85
42.	80
43.	85
44.	85
45.	85
46.	85
47.	65
48.	80
49.	80
50.	80
51.	90
52.	80
53.	80
54.	85
55.	85
56.	85
57.	70
58.	80
59.	70
60.	80
61.	70
62.	65
63.	60
64.	60
65.	65
66.	65
67.	80
TOTAL	5030

By using the collected data before, the writer can calculate the percentages of the

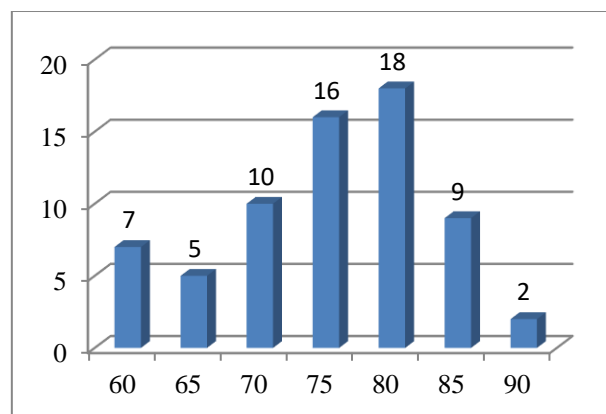
students' Subject-verb agreement score of post-test cycle one as the following table :

TABLE IV
THE FREQUENCY AND PERCENTAGE
DISTRIBUTION OF THE STUDENTS'
SUBJECT-VERB AGREEMENT SCORE
OF POST-TEST CYCLE 1

NO	SCORES	FREQUENCY	%
1	60	7	10.45%
2	65	5	7.46%
3	70	10	14.93%
4	75	16	23.88%
5	80	18	26.87%
6	85	9	13.43%
7	90	2	2.99%
TOTAL		67	100 %

Based on the table above the writer can make the histogram graphic as follows :

Graphic 2. The frequency histogram of the students' Subject-verb agreement score of post-test cycle 1



From the above scores the writer calculates the students' Subject-verb agreement mean score (M) of post-test cycle one as follows :

$$\begin{aligned}
 M &= \frac{\sum Y^1}{N} \\
 &= \frac{5030}{67} \\
 &= 75.07
 \end{aligned}$$

Based on the above computation, it is known that the students' Subject-verb agreement mean score of post-test cycle one is 75.07. It can be stated that the students' Subject-verb agreement after using inductive method in teaching showed the improvement. If we compare with the previous test (pre-test) score, the difference is 9.48 points by calculation as follows $75.07 - 65.60 = 9.48$. So, the writer could say that the improvement of students' Subject-verb agreement score is 9.48.

On the other side, to know the percentage of pre-test and post-test difference, it is calculated as follows :

$$\begin{aligned}
 P &= \frac{y_1 - y}{y} \times 100 \% \\
 &= \frac{75.07 - 65.60}{65.60} \times 100 \% \\
 &= \frac{9.48}{65.60} \times 100 \% \\
 &= 17.91 \%
 \end{aligned}$$

So, the percentages of students' mean score improvement from pretest to post-test cycle 1 is **17.91%**. It shows that the score in the cycle 1 has improved 17.91 % from the pretest score.

Then, to know the percentage of students' score who achieved the KKM (70) the writer uses the calculation as follow:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 P &= \frac{45}{67} \times 100 \% \\
 &= 67.16 \%
 \end{aligned}$$

From the calculation, there are 45 students who have passed the minimal completeness criteria (KKM), so after dividing with the number of students in class and altering that into percentage, it can be stated that 67.16 % students whom passed the minimal completeness criteria (KKM).

The class percentage of posttest 1 shows some students' improvement of the class percentage in the pretest (17.91%). The

students' improvement which passes the KKM is 49.25% (67.16% - 49.25%). Even though it is still needed more improvement because it could not achieve yet 75% as the target of success Classroom Action Research, so the next step would be done.

Next, after calculating the students' post-test cycle 1 score, the next step is to calculate the post-test cycle 2; it has been got that the highest score of post-test cycle one is 95 and the lowest score is 70. The description of the data can be seen from the table as following :

TABLE V
THE STUDENTS' SUBJECT-VERB
AGREEMENT SCORE OF POST-TEST
CYCLE 2

NO	POST-TEST CYCLE 2 (y ²)
1.	85
2.	75
3.	75
4.	85
5.	75
6.	85
7.	85
8.	75
9.	85
10.	90
11.	75
12.	85
13.	75
14.	85
15.	75
16.	85
17.	85
18.	85
19.	80
20.	80
21.	95
22.	80
23.	80
24.	80
25.	80
26.	80
27.	90
28.	95
29.	90

NO	POST-TEST CYCLE 2 (y ²)
30.	95
31.	95
32.	90
33.	90
34.	90
35.	90
36.	90
37.	90
38.	95
39.	90
40.	90
41.	90
42.	95
43.	95
44.	90
45.	75
46.	90
47.	75
48.	90
49.	90
50.	90
51.	95
52.	90
53.	90
54.	90
55.	90
56.	95
57.	90
58.	95
59.	90
60.	95
61.	75
62.	75
63.	75
64.	75
65.	70
66.	70
67.	90
68.	5730
TOTAL	5730

From the table above, the writer can calculate the students' Subject-verb agreement mean score (M) of post-test cycle two is as follows :

$$\begin{aligned}
 M &= \frac{\sum Y^2}{N} \\
 &= \frac{5730}{67} \\
 &= 85.52
 \end{aligned}$$

Based on the above computations, it is known that the students' Subject-verb agreement mean score of post-test cycle two is 85.52. It can be stated that the students' Subject-verb agreement score of post-test cycle 2 can be categorized into capable category. If we compare with the pre-test score, the difference is 19.93 points by calculation as follows $85.52 - 65.60 = 19.93$. So, the writer could say that the improvement of students' Subject-verb agreement score is 19.93. To calculate the percentage of students' improvement of Subject-verb agreement test score between pre-test and post-test 2, the writer computes as follows :

$$\begin{aligned}
 P &= \frac{y^2 - y}{y} \times 100 \% \\
 &= \frac{85.52 - 65.60}{65.60} \times 100 \% \\
 &= \frac{19.93}{65.60} \times 100 \% \\
 &= 30.38\%
 \end{aligned}$$

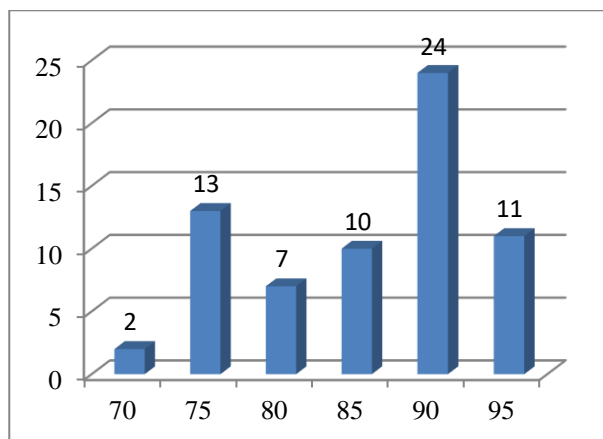
So, the percentages of students' mean score improvement from pretest to post-test cycle 2 is 30.38%. Then, by using the collected data the writer can calculate the percentages of the students' Subject-verb agreement score of post-test cycle two as the following table :

TABLE VI
THE FREQUENCY AND PERCENTAGE
DISTRIBUTION OF THE STUDENTS' SUBJECT-
VERB AGREEMENT SCORE
OF POST-TEST CYCLE 2

NO	SCORES	FREQ.	%
1	70	2	2.99%
2	75	13	19.40%
3	80	7	10.45%
4	85	10	14.93%
5	90	24	35.82%
6	95	11	16.42%
TOTAL		67	100 %

Based on the table above the writer can make the histogram graphic as follows :

Graphic 3. The frequency histogram of the students' Subject-verb agreement score of post-test cycle 2



From the above table and histogram the writer can calculate class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

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

$$P = \frac{65}{67} \times 100 \%$$

$$= 97.01 \%$$

From the calculation, the class percentage is 97.01%. It means that in the cycle 2 there are 65 students who pass the KKM and there are only 2 students are below the KKM. The class percentage of posttest 2 obviously shows some improvements from the previous test; the improvement is 97.01% from the pretest 79.10 % (97.01% - 17.91%) or 29.85 % (97.01% - 67.16 %) from the class percentage of posttest 1. From that percentage, it can be concluded that the CAR is success because the percentage of students' mean score of post-test 2 could pass the criterion of CAR success, 75%. So, the cycle of CAR is stopped.

Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is

97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%).

However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 – 2018 academic year", is accepted.

The interpretation of the data results among pre-test, the pos-test of cycle 1 and the post-test of cycle 2 as follows :

In the pre-test, the mean score of students on Subject-verb agreement test before using CAR and applying inductive method in teaching Subject-verb agreement is 65.60. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (*seventy five*). So, mean score 65.60 is assumed as the incapable score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 75.07. This is assumed as capable category score that the students got because they could pass the minimal standard score that the teacher declared. It can be said that the students' mean score from the pre-test to post-test improved. The improvement percentage is 17.91 %. Meanwhile, the class percentage which passes the KKM in posttest 1 is 67.16%. It shows there are 45 students who pass the KKM and there are 22 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% from the class percentage. That is why

the writer and the teacher continue to the second cycle.

Furthermore, the mean score of post-test 2 is 85.52. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 30.38%. Meanwhile, the class percentages which pass the KKM are 97.01%. It means there are 65 students whose score pass the KKM and only 2 students is under the target of KKM. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success. Then, the score proves the successful indicator can be reached. Therefore, the CAR can be said success and the cycle of CAR is not continued.

There is a significant improvement of the students' mastery in subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 – 2018 academic year. So, it can be said that inductive method method is good to be applied to develop the students' abilities in Subject-verb agreement.

V. CONSLUSSION AND SUGGESTION

After following the statistical process in the research we may conclude :

1. Before applying inductive method in teaching, the students' Subject-verb agreement score can be categorized into the incapable category. It can be seen from the value of Subject-verb agreement mean score of pre test, that is 65.60.
2. After applying inductive method in cycle one and two, the students' Subject-verb agreement score can be categorized into the capable category. It can be seen from the students' mean score of post-test cycle one and two, they are : 75.07 and 85.52.

3. The percentage of the eighth grade students of SMP Negeri 3 Padangsidempuan in 2016 - 2017 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 97.01 %.
4. There is a significant improvement of the students' mastery in subject-verb agreement after they are taught by using inductive method to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 – 2018 academic year", it can be seen from the percentage of students' improvement of Subject-verb agreement test score between pre-test and post-test 2 is 30.38%.
5. The hypothesis of this research is accepted

The Suggestions

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

1. For teachers

Inductive method is a suitable method in teaching grammar, especially subject-verb agreement. By using inductive method, 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 makes students more interested in learning grammar.

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.

3. For other researchers

Using inductive method in teaching subject-verb agreement needs more time in identifying the rules, more energy to make students understand the rules, 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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