

ABSTRACT

Maulana, Muhammad Rifqi. 2020: **The Implementation of Inductive Strategy to Foster EFL Students' Comprehension on Past Tense: A Case Study at an Indonesian Senior High School.**

This research was intended to discover how EFL students' comprehension on past tense is improved by using the implementation of inductive teaching strategy. This research is aimed: (1) to find out the process of teaching past tense with inductive strategy to students of MA Darul Fithrah, Ciparay, Bandung, (2) to find out the progress of students' comprehension of past tense with inductive strategy, and (3) to find out the students' response toward the implementation of inductive strategy.

This research applied a case study design of qualitative approach. This research was taken at tenth-grade of MA Darul Fithrah, Bandung, with 15 students as the participants. To obtain the data, the researcher used observation, document analysis, questionnaire, and interview to collect the data. The observation was conducted in English class in order to know the process of teaching and learning about past tense. Then, the document analysis was conducted to know the students' progress after learning past tense by using inductive teaching strategy. Hereafter, the questionnaire and interview were conducted to find out students' responses toward the implementation of inductive teaching strategy.

The result of using inductive teaching strategy showed that (1) the students showed the tendency point of development during the learning process when using inductive teaching strategy. (2) Students' comprehension about past tense was increased after learning past tense by using inductive teaching strategy. The strategy seems to help students to answer a test provided, which then processed by the document analysis. (3) The students respond that the implementation of inductive teaching strategy can help students to become active and more motivated to learn English. In questionnaire form, more than 90% students agree that inductive teaching strategy can help them to understand the material. Moreover, in the interview, the selected students confirmed that the implementation of inductive teaching strategy help them to become active and more motivated to learn English.

In conclusion, this research describes that the implementation of inductive teaching strategy was helpful to foster the students' comprehension about past tense. This research is recommended to be implemented for those who want to teach English better to make the students be more active and be motivated learn English more.