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THE EFFECT OF INDUCTIVE METHOD AND DEDUCTIVE METHOD ON THE NINTH GRADE STUDENTS' GRAMMAR ACHIEVEMENT

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Abstract. *Grammar being one of the language components plays an important role in the four language skills besides vocabulary, to communicate effectively. As a matter of fact, the issue faced by most of the teachers nowadays is how to teach grammar effectively within a communicative context. Deductive method which presents the concept from general to more specific information has been the way how foreign language teachers traditionally teach a new grammatical item. Therefore, in this study, the writer aims at comparing the effects of inductive method and deductive method on the ninth grade students' grammar achievement and finding out how the achievement of the students who are taught using inductive method differs from those who are taught using deductive method.*

A quasi experimental was employed in this study. The writer used two classes as the experimental and control groups. Each class consisted of thirty-eight students. The writer also developed a research instrument which contains sixty items in the form of essay questions. After the meetings of the treatment, the writer administered a post test to both classes. Having collected the data, the writer then analyzed the mean scores of post-test using independent sample t-test.

From the statistical data, the study reveals that there is a significant difference between the students who are taught using inductive method and those who are taught using deductive method. Furthermore, the students who are taught using inductive method also shows better performance in dealing with contextual problems compared to those who are taught using deductive method.

Keywords: inductive method, deductive method, grammar achievement

Introduction

In the English language learning, one needs to master four language skills which are listening, speaking, reading and writing and two language components which are grammar and vocabulary. As grammar is being one of the language components, it plays an important role in the four language skills besides vocabulary, to communicate effectively. Without grammar, words hang together without any real meaning. So, in order to be able to express what we really want to say, we are required to have some grammatical knowledge.

As a matter of fact, nowadays the issue faced by most of the teachers is how to teach grammar effectively. For over a century, most teachers have attempted to deal with the problem of language teaching by focusing attention almost exclusively in the teaching methods (Stern, 1983:452). One of the most

frequently debated and unanswered questions on the subject of effective language learning concerns the issue of whether students should be taught the targeted grammatical items traditionally by focusing on the rule before using the structural forms (deductive method) or using the grammatical items in a functional practice session before the rule presentation (inductive method).

In the Indonesian as a foreign language context, Samsuri (1983: 41) states that "The Traditional Method used to be the only method of language teaching in Indonesia". In the traditional method, the teacher is considered to be the one who provides the knowledge to the students. They just need to be attentively pay attention to the teachers. As the newest curriculum (KTSP) which has been implemented requires the students to be the active learners, another communicative method such as the

inductive method need to be applied in the teaching English language especially grammar. In teaching grammar inductively, the teacher functions as the facilitator and the students are required to be actively involved in the teaching learning activities in the classroom.

Since the deductive method has long been implemented in Indonesian schools for years, the present study is aimed to discover whether teaching grammar inductively will yield significantly different result compared to teaching grammar deductively to the ninth-grade students.

Statement of the Problem

In line with the background, the problems are stated as follows:

1. Do the students who are taught using inductive method show higher grammar achievement than those who are taught using deductive method?
2. How different is the achievement of the students who are taught using inductive method and those who are taught using deductive method?

What is Grammar?

Generally, grammar is the study or use of the rules about how words change their form and combine with other words to make sentences. It is closely related as what has been defined by Lyons (1971:63) as quoted in Stern (1983) that grammar is the branch of the description of languages which accounts for the way in which words combine to form sentences.

Grammar has many functions and purposes. Thornbury (1999) notes that grammar has its own basic function which make meaning clear between the speaker and the audiences. People sometimes misunderstood when they are having a conversation, it happens because they are lack of the grammar function. The speaker wants to make sense by relating the words and the grammar in order to make the

listeners understand about what the speaker means, in fact, the listener is out of the context. So, grammar is really needed to make the sentence meaningful and clearly understood. It is supported by the statement of Long and Richards stating that grammar plays a central role in the four language skills and vocabulary to establish communicative task.

The Methods for Teaching Grammar

Many different approaches of teaching grammar have been introduced to English language teaching methodology. In this paper, the writer will focus on two methods. They are deductive method and inductive method. In both methods, the students practice and apply the use of the grammatical structure, yet, there are advantages and disadvantages to each in the EFL/ESL classroom (Rivers and Temperley, 1978).

1. Deductive Method

A deductive method is a more teacher-centered approach. The deductive method to language teaching is traditionally associated with Grammar Translation Method where the grammar instruction is commonly initiated by an explanation about the grammar points. Deductive method, also called “top-down approach”, is when a researcher works from the more general information to the more specific. In this technique, rules, patterns, principles are presented first, and then give some examples related to the concept.

The procedures in teaching grammar using deductive method are described as follows:

- a. The rule is presented, then practiced in drill-type exercises.

The teacher will present the grammatical patterns of the target structure to the students. The students will learn to apply the rules which have been presented by the teacher. For instance, when the grammatical structure presented is Simple Past tense, at the beginning of the lesson,

the teacher should state the objective of today's lesson. After that, the rules of the affirmative, negative and interrogative of Simple Past Tense are given to the students.

- b. The explanation and examples of the target structure are given.

After the rules are presented, the teacher gives some explanations about the target structure. For example, when the teacher is teaching Simple Past Tense, he/she must explain when the Simple Past Tenses is used in the sentences, what the uses of Simple Past Tense are. Furthermore, the teacher provides each pattern with some examples. Exercises are done to practice it. The targeted pattern is used in texts to be read or listened to.

- c. Learners may engage in meaningful activities at the end of any of these types of deductive grammar rule presentation.

As the practice of the grammar rules the teacher has presented, the teacher gives exercises to the students and then discusses the answers together with the students.

2. Inductive Method

On the other hand, an inductive method is contradictory with deductive method. Inductive method makes use of the students 'noticing'. Instead of explaining a given concept and following this explanation with examples, the teacher lets them realize by giving directly the examples of each use. Inductive method, sometimes called "bottom-up approach" works the opposite way, moving from specific observations to broader generalizations and theories. The purpose is for students to "notice", by way of the examples, how the concept works. Inductive method is often correlated with direct method. "In Direct method, therefore, the rules of the language are supposedly acquired out of the experience of the understanding and repeating examples which have been systematically

graded for difficulty and put into a clear context." (Thornburry, 2002).

The procedures in teaching grammar using method approach are described as follows:

- a. Students try to discover the rules, and then the teacher guides them.

The teacher gives the students some examples containing the grammatical patterns which are going to be taught by writing them on the white board. For instance, when the teacher teaches Simple Past Tense, he/she must provide many sentences written in the Simple Past Tense.

- b. Students implicitly discover the grammatical rules by working with progressively more sophisticated examples. (Herron & Tomasello, 1992).

To make the students familiar with the basic knowledge of the pattern, the teacher gives them more oral exercises. In the exercise, the teacher uses an illustrated explanation like a reading passage. The students, with the help of the teacher, develop rules from authentic samples and then apply the rules. For example, when the teacher teaches about Simple Past Tense, he/she guides the students to find out the pattern of Simple Past Tense through the example given.

- c. Students work collaboratively to discover and state the rules with guided questions relating to language samples and progressively modify and complete the rules with new input and teacher's feedback.

In this stage, students may come up with some questions about the grammatical patterns they have found out. The teacher answers the student's questions and gives feedback, and input about the patterns they have discovered. Besides that, the teacher also has to confirm the correct grammatical patterns. Then, the students are asked to construct their

own sentences using the target grammatical structures.

- d. Learners engage in meaningful activities at the end of any of types of inductive grammar rule presentation by giving written exercises.

In this stage, the teacher gives some exercises to the students related to the targeted grammatical structure. It may help the students to practice the grammatical patterns which have been taught before more deeply.

The Role of Grammar in Reading Comprehension

There are some techniques which a teacher can refer to as the materials for teaching grammar. In this study, the technique which will be used is giving reading passages. By giving reading passages, the students can learn grammar in meaningful context. Teaching grammar by giving reading passages will not only help the students to practice the grammatical patterns but also train the students to read and understand what they have read.

Previous study

This following is a brief summary describing some reviews of the previous studies which are related to this study:

The study conducted by Lin (2007) recruited sixty-four students from an elementary school in Taiwan. The subjects were assigned to either the inductive group or the deductive group and received a 12-week English verb tenses teaching, including the teaching of simple future tense, simple present tense, and simple past tense. The result showed that deductive approach was more efficient than the inductive approach in assisting students' grammar learning.

The study of Haight (2008) investigated the effectiveness of deductive and inductive methods for teaching grammar in college French classrooms. Forty-seven second semester French students were taught eight grammatical structures: four with the deductive method

and four the inductive method. The results of this study supported using a guided inductive instructional method to teach grammar in the beginning-level foreign language classroom.

Berendse (2012) conducted a study which the students could have tried to remember rules instead of discovering the rules. It showed that the deductive method was effective when teaching English tenses to Dutch pupils. The tenses taught to the Dutch pupils were Simple Past Tense and Present Perfect Tense.

Wibisono (2013) investigated the effects of deductive approach and inductive approach on teaching past perfect tense. The study was a quasi experimental research. The result of the statistical data showed that the inductive method is more effective than deductive method to improve the grammar achievement and retention.

Research Methodology

The study is a quasi-experimental research applying a non-randomized a pre-test-posttest control group design. It means that the writer does not randomize the subjects, but she uses the intact classes as they are. There are three classes used in this study. The two classes become the real samples as the experimental group and control group. Then one class becomes the pilot group which the grammar test is tried out first to discover the validity and reliability.

Population and Sample

The population of this study was the ninth-grade students of St. Agnes Catholic Junior High School Surabaya. Two classes were purposefully selected as the experimental and control group respectively and one class was selected as the pilot group. The sample was consisted of of 96 students, which were 38 students from experimental group, 38 students from the control group and 39 students from the pilot group.

Research Instrument

The research instrument was in the form of structure test. The test was used to know the students' grammar achievement and measure the students' grammar mastery throughout the treatments. For the pre-test and post-test, they had the same items.

The test was a subjective item which consisted of three parts. The target structures were about Simple Past tense and Past Continuous Tense. The first part consisted of thirty questions. It was about writing down the affirmative, negative and interrogative forms of both Simple Past Tense and Past Continuous Tense. The second part consisted of 14 questions. In this part, the students were asked to circle the correct answer. The last part consisted of sixteen questions. In this part, the students were assigned to change the verbs in the bracket into the correct form of the target structures. The total numbers of all the items were sixty items and the students should complete it in eighty minutes.

The Treatment

The treatments were divided into two parts: the treatments for the experimental group and the treatments for the control group. The experimental group worked with the inductive method and the control group worked with deductive method. The treatments were given in three meetings applying two grammatical items in each meeting. Both experimental and control groups received the same teaching period. The teacher or the instructor here is the writer herself.

The Result of Data Analysis

The study reveals that there is a significant difference between the grammar achievement of the ninth-grade students who are taught using inductive method and those who are taught using deductive method.

To draw such a conclusion above, two analyses were done. First to find out

whether there was a significant difference before and after the treatment, the writer analyzed the pre-test and post-test scores of both groups by using paired sample t-test. The result indicated that the Significance Value of both classes is less than .05. Since the significance value $< .05$, the H_0 is rejected. It can be concluded that both inductive and deductive methods are effective to reinforce the students to master the Simple Past Tense and Past Continuous Tense.

The Pre-Test and Post-Test Scores

| Group | Pre-Test | Post-Test | Sig. Value | Conclusion |
|----------------------------------|----------|-----------|------------|-------------|
| IX-C (Experimental group) | 35.18 | 46.74 | .000 | Significant |
| IX-D (Control group) | 38.55 | 43.13 | .003 | Significant |

Second, after the writer found that the inductive method and deductive method were effective techniques to teach grammar, she investigated which technique was better than the other. Therefore, the writer calculated the gained scores of the pre-test and post-test scores between experimental and control groups using independent sample t-test. The summary of statistical calculation for the gained scores between pre-test and post-test is presented in the table below:

The Calculation of the Gained Scores

| Group | Pre-Test | Post-Test | Gained Scores | Significance Value | Conclusion |
|----------------------------------|----------|-----------|---------------|--------------------|-------------|
| IX-C (Experimental group) | 35,18 | 46,74 | 11,55 | .001 | Significant |
| IX-D (Control group) | 38,74 | 43,13 | 4,39 | | |

From the data above, the significance value is found to be .001. Since the significance value is $< .05$, the H_0 is rejected. Gained scores of both groups are significantly different. So it can be concluded that there is a significant difference in the grammar achievement of

the ninth-grade students who are taught using inductive method and who are taught using deductive method.

Furthermore, in order to answer the second statement of the problem “How different is the achievement of the students who are taught using inductive method and those who are taught using deductive method?”, the writer then analyzed each part of the post-test. First, the writer scored the first part of the test (relating to the affirmative, negative and interrogative forms of Simple Past Tense and Past Continuous). Then, she scored the second part (choosing the correct answer) and the last part (changing the verbs in the brackets into the correct forms of Simple Past Tense or Past Continuous Tense). The calculation results of the first, second and third parts of the post-test are shown in the table below:

Each Part Scores of the Post Test

| Group | Mean of Correct Numbers | | | Scores | | |
|--|-------------------------|--------------------------|------------------------------|--------|---------|-------------|
| | Part I (30 items) | Part II (14 items) | Part III (16 items) | Part I | Part II | Part III |
| IX-C (Experimental Group) | 26,42 | 10,45 | 9,87 | 87,63 | 74,81 | 62,33 |
| IX-D (Control Group) | 26,34 | 8,39 | 8,39 | 87,8 | 59,96 | 52,46 |

The result shows that the students of both groups got highest scores in the first part of the test. The mean score of the experimental group is 87.63 and the mean score of the control group is 87,8. So it can be concluded that most students of both groups have understood the forms of affirmative, negative and interrogative of Simple Past Tense and Past Continuous Tense. In the second part of the test which asked the students to choose whether the correct verb form was simple past tense or past continuous tense, the scores of both groups are lower than the first part of the test. The mean score of the experimental group is 74.81 and the mean score of the control group is 59.96. The results of both groups reveal that the inductive group shows better understanding in determining

the correct form of the verb in the contextual sentences.

On the other hand, in the third part of the test, the mean score of the experimental group is 62.33 and the mean score of the control group is 52.46. Compared to the first and second part of the post-test, the third part is the lowest one. It proves that both groups still find difficulties in dealing with contextualized problems. Although the inductive group performs better in answering contextualized problems compared to the deductive group, the results of the inductive group is still not good enough compared to the first and second parts of the test.

Referring to the mean scores of both groups, the study reveals that the inductive group got higher mean scores than the deductive group especially on the second and third parts of the test. So it can be concluded that the inductive group had a better performance in dealing with the contextualized problems.

Considering the less mean score of both groups in the last part of the test, the writer then had a little interview to know the students' difficulty. The interview was held on December 3rd, 2013. The number of subjects in the interview was twenty five students. Ten students were from IX-C (experimental group) and fifteen students were from IX-D (control group). The question addressed to those students was the same. The question is “What makes you got low scores on the last part of the test compared to the first part of the test?”

Here are the lists of the subjects' verbal responses to the interview and the percentages:

The Causes of Problems

| No. | Causes of Problems | Number of Students | Percentage |
|-----|---|--------------------|------------|
| 1. | Problem caused by incorrect concept. | 2 students | 8% |
| 2. | Problem caused by a lack of understanding the contextualized text. | 16 students | 64% |
| 3. | Problem caused by the limited time of doing the test. | 4 students | 16% |
| 4. | Problem caused by miscellaneous problems (being tired, being careless and being lazy) | 3 students | 12% |

From the data above, it can be concluded that the problem encountered by most of the students is caused by a lack of understanding the contextualized text.

Pedagogical Implications

The significance and causes of problems discussed so far have serious implication for teaching and learning English tenses. In order to make the teaching and learning language structure easier, Larsen Freeman (2003:35) has outlined that there are three dimensions of language; they are form, meaning and use. Based on this study, the fact is the students needed to process meaning when they were given a longer text before they constructed the right patterns or rules of the Simple Past Tense and Past Continuous Tense. It's supported by UR (1996), "It's no good knowing how to construct a new tense if you don't know exactly what difference it makes to meaning when it is used." In order to explain grammar in particular, it is necessary to examine how the meaning is generated. Through reading passages, the meaning is generated in specific contexts and grammatical meanings give rise to forms.

To understand the contexts seemed not easy for the students; they needed to put themselves in that context so that they could feel the situation. Thus, grammar should be communicatively taught through structure input activities as what Lee and Van Patten (2003) suggest. The purpose of giving structure input activities is to raise students' awareness of the forms, meaning and use of the target

structures. The process of making the students understand the target structures doesn't go instantly. It's the teacher's duty to think of an effective way to introduce the grammatical items with examples, explicit explanations and grammar practices.

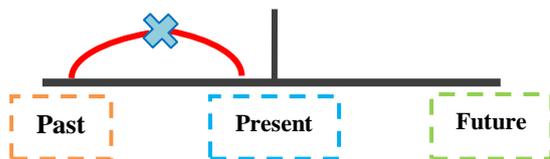
In introducing the target structures, firstly, the teacher needs to provide an example containing the grammatical items in the form of reading passage. In this case, the teacher is required to choose a text which she has established to be within the students' level of competence. She has also chosen a text with a high frequency of instances of the targeted grammatical items so that it will help the students to notice the grammatical items and may lead them to work out with the rules. As what has been taken from Thornbury (1999), the first rule in using a text for the introduction of the grammatical forms is that the students understand the text. So, in the beginning of the lesson, the teacher needs to introduce the topic and then give them a reading passage related to the topic and the target structures. The teacher asks them to read the whole passage silently for about five to ten minutes. In order to help the students understanding the text, the teacher can trigger the students with several questions, for example: "After you read the passage, can you tell me what the text is about?", "What do you think the man in the text was doing?". Such questions will lead them to understand the content of the text. Moreover, the teacher then can ask some students to read each paragraph in turn. After one student has read one paragraph, the teacher can address one question to the class related to each paragraph. To know the students' understanding of the text, the teacher assigns the students to answer some comprehension questions and then discusses the answers together with the students.

Subsequently, in guiding the students' understanding of the differences of the targeted grammar items, the teacher

then takes two sentences from the text as the examples and writes them down on the white board. Next, she underlines the sentences written in the Simple Past Tense and sentences written in the Past Continuous Tense with different colors.

- 1) "What were you doing when the room fell in?"
- 2) We were showing them the cracks in the front room when we heard a loud sound.

Next, the teacher asks the students to consider the differences in meaning of each underlined part in the sentence. In order to see whether they can come up with a general idea of the differences in meaning or not, she then gives the students time to think and allows them to discuss it with their pairs. Here, the teacher tries to elicit the fact that Past Continuous Tense is used to describe a background action or a longer situation which were in progress (not complete) and in contrast Simple Past Tense is used to describe a shorter complete action which happened in the middle or interrupted it (Swan, 1984). To clarify this point, the teacher then shows the following timeline on the slide.



From the timeline, the teacher have the students to figure out which event of the first sentence represents the , and which event of the first sentence represents the .

For the next activity, the teacher then asks the class to identify the two verb structures in each of the sentences and establishes that the sentences in red lines are the examples of Past Continuous Tense while the sentences in blue lines are the examples of Simple Past Tense. If the students are still in doubt of this, the teacher can simply recap the rules of form for each of target structures. In addition,

the teacher can assign the students to underline some other sentences from the text which written in the targeted grammatical items.

Lastly, the teacher distributes some exercises which require them to choose between the two forms (Simple Past Tense and Past Continuous Tense). She may ask them to discus the exercises and work in pair so they can share their ideas, and understanding to answer the questions. To confirm the results, the teacher then discusses the answers of each question together with the students.

Furthermore, the teacher's effort in making the students understand better in contextualized problems has to be supported by several aspects. They are the relevant teaching materials, good teaching methods and the teacher's competence itself to help the students to acquire the target structures.

Conclusion

Based on the School-Based Curriculum EFL students are required to master four language skills which are listening, reading, speaking and writing in order to be able to use English communicatively. One of the essential parts in English language learning which can help students to communicate effectively is grammar. Since the students need to cultivate their communicative competence, developing grammatical competence is needed. Although grammar is the basic study in learning English, it is believed as the most difficult part of language components which is difficult to learn and teach.

Generally, teachers used deductive method to present the grammatical rules to the students. Inductive method is introduced to overcome the students' difficulties in learning grammar since nowadays students are also required to be able not only in mastering the grammatical rules but also understanding how the rules are put together in real communication to convey meaning.

Therefore, in this study the writer investigated whether the inductive and deductive method were effective or not in improving the ninth grade students' grammar achievement and whether there was a significant difference on the grammar achievement between the students who were taught using inductive method and those who were taught using deductive method. The result of the study showed that first; both methods are effective for teaching grammar. Second, by analyzing the gained scores of both groups, the result unveiled that inductive method yielded significantly better result in the ninth grade students' grammar achievement compared to the deductive method.

Suggestions

Referring to the result of the study and the conclusion drawn, the writer would like to give some suggestions that hopefully will be useful for the English teachers and further researches.

Suggestions for English Teachers

There are some suggestions that the writer would like to contribute to English teachers, especially in teaching grammar in Junior High School.

Firstly, the teachers should vary their teaching techniques which can avoid the students' boredom and difficulties in learning grammar. Generally, English teachers were likely to use deductive method in teaching grammar. Regardless of the difficulties, the teachers need to vary the techniques by using inductive method to teach new grammatical patterns.

Next, the teachers should be able to deliver enjoyable grammar lessons using some materials like comprehensive texts containing the target structures. Since the texts given illustrate the target structures, the students can be helped to understand them covered in certain contexts.

Last but not least, the teachers should raise awareness on the grammar errors made by the students in order to anticipate typical problems to maximize learner success.

Suggestions for Further Researches

For further research, the writer would also like to give some suggestions, so that other researchers can get a better result in conducting similar studies. Nevertheless, she also hopes that this study can be used as a reference for other researchers who will carry out further research in improving students' grammar achievement through inductive method compared to deductive method.

Firstly, the suggestion will be related to the treatments. Due to the time given by the school to do the research, the writer limited her treatments to only three meetings. The writer suggests that the next researcher will have more time and opportunities to conduct his or her treatments in more than three meetings so that the students will have enough time in adjusting the new technique and the result of the study will become more convincing.

The next suggestion will be about the subject of the study. More samples from different grade of students would improve the generalization of the research findings. In order to ensure the finding of this study, it's better for the next researchers to carry out the experiment to the different grade of students.

The last suggestion is concerning about the instructor who does the treatment. In conducting this study, the instructor was the writer herself. Regarding to the fact in conducting a research, the instructor who does the treatments has to be objective so that there are no other elements which can influence the result of the study. It is better for the next researcher to ask another person, not the writer herself, to do the treatments in order to avoid the bias.

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