



Deductive Teachers' Perception using Inductive Instruction in Teaching English Grammar

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ABSTRAK

Pembelajaran bahasa Inggris tampaknya menjadi hal yang penting bagi mahasiswa asing. Bahasa Inggris adalah bahasa internasional yang sangat penting digunakan untuk berkomunikasi dengan orang lain di seluruh dunia. Pembahasan bahasa Inggris tidak dapat dipisahkan dengan aspek-aspek lain yang terdapat di dalamnya. Selama bertahun-tahun, diskusi tentang tata bahasa telah diperdebatkan dan menjadi isu di bidang pembelajaran bahasa Inggris. Namun masih banyak siswa yang kesulitan dalam belajar bahasa Inggris. Tujuan penelitian ini yaitu Tujuan penelitian ini adalah untuk menganalisis persepsi guru, khususnya yang rutin menggunakan penalaran deduktif, terhadap penggunaan pendekatan induktif dalam pengajaran tata bahasa. Penelitian ini menggunakan penelitian kualitatif dengan desain studi kasus. Penelitian ini menyelidiki persepsi guru khususnya yang lebih rutin menggunakan deduktif terhadap penggunaan pendekatan induktif dalam pengajaran tata bahasa. Instrumen penelitian yang digunakan adalah observasi, analisis dokumen, dan pedoman wawancara. Pengumpulan data diperoleh melalui lembar observasi, analisis RPP, dan wawancara. Studi ini menemukan bahwa walaupun guru bahasa Inggris pada umumnya lebih menyukai pendekatan deduktif, bukan berarti mereka tidak menggunakan pendekatan induktif sama sekali. Temuan menunjukkan persepsi positif dari guru deduktif terhadap instruksi induktif dalam mengajar tata bahasa disimpulkan dari sesi wawancara.

ABSTRACT

Learning English is essential for international students. English is an essential international language used to communicate with other people worldwide. The discussion of English cannot be separated from other aspects. Over the years, discussions of grammar have been debated and become an issue in learning English. However, there are still many students who have difficulty learning English. The purpose of this research is to analyze the perception of teachers, especially those who routinely use deductive reasoning, to the use of an inductive approach in teaching grammar. This research uses qualitative research with a case study design. In this study, the teacher's approach, especially the more routinely used deductive approach to learning approaches in teaching procedures. The research instruments used were observation, document analysis, and interview guidelines. Collecting data obtained through observation sheets, lesson plans analysis, and interviews. This study found that although English teachers generally prefer a deductive approach, it does not mean that they do not use an inductive approach at all. Findings of positive perceptions of deductive teachers towards inductive instruction in teaching grammar from the interview session.

1. INTRODUCTION

English language learning seems to be essential for international students. English is an international language that is essential to communication with other people around the world (K. W. Chu et al., 2019; Potvin et al., 2021; Wichadee, 2011). The English language discussion cannot be separated from the other aspects found within (Junedi et al., 2020; Pike et al., 2021). Over the years, the discussion of grammar has been argued and becoming an issue in English language learning. Language learning is essential for foreign learners. Grammar learning is not easy in Indonesia because English is determined as a foreign language. Considering the significant use of grammar in language learning, grammar becomes the primary matter of discussion in the English language (Aguirre et al., 2016; Simbolon & Satria, 2016). Previous research stated that English is a complex subject because students are not accustomed to using foreign languages (Kusumawati et al., 2017; Suwana et al., 2013). Grammar defines the structure of words, sentences, and meaning of language. On the other hand, grammar is also stated as the correct construction of words, punctuation, phonetic system, and syntax of the structure of the sentence (Su et al., 2021; Tanihardjo, 2016; Tobing & Pranowo, 2020).

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Additionally, the role of the teacher in teaching grammar is deliberated through the discussion of pedagogical grammar (Hailuan, 2020; Khalil, 2018). Teachers seem to have an essential point on successful grammar learning. The effectiveness of learning grammar is consistent with the teacher's method of teaching (Ahmad, 2018; Schurz & Coumel, 2020). Recently, the method used in teaching grammar is the communicative approach (Graus & Coppen, 2015; Vakili & Mohammed, 2020). It is called as Inductive approach in teaching grammar. Furthermore, the inductive approach is argued with the deductive approach, which is known as traditional grammar. Inductive is defined as an approach that focuses on indirect explanation, discovers rules, and enables students to focus on use (Güss, 2018; Jean & Simard, 2013). The advantages of the Inductive approach can be seen from the interaction that happens in class which implements a student-centered approach. Moreover, the deductive approach refers to explaining grammar rules at the beginning stage of learning (Tammenga-Helmantel et al., 2016; Uysal & Yavuz, 2015). It means, deductive approach stresses on teacher-centered approach in the application.

However, recent studies emphasize the use of a communicative approach than a traditional one. It is also supported by Stephen Krashen's theory about second language acquisition. The concept of language acquisition associated with the discussion of inductive grammar can be seen in the learning hypothesis proposed by Krashen (Ding, 2021; Payne, 2011). The Acquisition Learning Hypothesis and The Input Hypothesis are the most connected to the grammar discussion. Krashen's view toward the role of grammar is that acquisition is more significant than learning (Figueras-Daniel & Li, 2021; Haselow, 2021). Acquisition refers to an acquired system that supports inductive grammar. Meanwhile, learning is a learned system that supports deductive grammar (Su et al., 2021; Tobing & Pranowo, 2020). Moreover, the acquisition is believed to be acquired through natural order and comprehensible input. Therefore, along with Krashen's hypothesis, it can be revealed that the inductive approach is suitable primarily used in teaching grammar.

Regarding the suitable approach used in teaching grammar, perception is interesting to discuss (Khalil, 2018; Tanihardjo, 2016). Perception is known as people's ideas about something. The context of perception in this research denotes to Perception Theory proposed by Robbins and Judge. Robin and Judge mentioned that perception is someone's process in interpreting the information. This theory provides three factors in perceiving an object: perceiver, target, and situation. Perceiver refers to a subject in the study relating to the personality aspect. The personality aspects refer to attitude, motive, interest, experience, and expectation. Moreover, target denotes as object discussed in this study linking to inductive approach deliberated (Beydogan & Bayindir, 2010; Cheng, 2021). Meanwhile, the situation is defined as the interaction between perceiver and target in the area observed like time setting, work setting, and social setting. The problem, then, deductive teacher's perception is essential to be explored.

An enormous amount of research has been exposed the effectiveness of the inductive approach in teaching grammar (Gorat & Prijambodo, 2013; Lzu'bi, 2015; Sharandeep & Niwas, 2016). However, less attention is given to the scope of teacher perception on inductive approach application in teaching grammar. Several types of research are closely associated with this research (Gorat & Prijambodo, 2013; Lzu'bi, 2015; Smith et al., 2021). Deriving from the narration, this research endeavored to know teacher perception, especially those who used deductive more routine toward using the inductive approach in teaching grammar. It is urgent because of several reasons: there is limited information on teacher perception toward the use of the inductive approach in teaching grammar in Indonesia. There is a need to know how teachers with deductive grammar teaching routines perceive inductive grammar teaching. The purpose of this study was to analyze the perception of teachers, especially those who routinely use deductive reasoning, to the use of an inductive approach in teaching grammar.

2. METHODS

This research used qualitative research with case-study design. The purpose of this research is to explain deeply and understand the phenomena being explored. The research was conducted in SMPN 3 Sawan, one of junior high school in Singaraja, Bali. The subjects or participants were three English Teachers selected based on the criteria appeared. The instrument used in collecting the data were observation, document analysis, and interview guide. The observation was done using observation sheet adapted from (Benitez-correa et al., 2019). Moreover, document analysis was obtained through lesson plans' analysis. Then, interview guidance was made using dimension found in perception theory proposed by Robin and Judge 2013. The interview contained more than 40 questions containing each type of perception factors. The obtained data were analyzed qualitatively through Miles & Huberman (1994). The grid of the questionnaire used is presented in Table 1.

Table 1. Observation Sheet

Aspects of Observation	A	B	C	D
Teacher are taught rules from beginning	-	✓	✓	✓
Students are discovering rules	✓	-	-	-
Students are interested in the class	✓	✓	✓	✓
Teacher is respectful, fair, and neutral	✓	✓	✓	✓
Teacher offers feedback	✓	✓	✓	✓
Students are boosted to participate	✓	-	-	-
Students interrelate with teacher	✓	✓	✓	✓
Students show enthusiasm	✓	-	-	-
Students feel confident when questioning	-	✓	✓	✓
Take long duration in learning	✓	-	-	-

3. RESULT AND DISCUSSION

Results

This research discovered three main findings: 1) there is different response from four observed participants (A, B, C, and D) toward the use of inductive approach during preliminary observation and documentary, 2) there is identified three participant who chosen as interviewee based on the purposive criteria 3) there is positive perception of the deductive teachers observed seen from the interview result. Observation is used to obtain preliminary data from the subject being observed. The observation was hold directly with the subject using observation sheet which has been prepared by the researcher. From the result of observation sheet, it was revealed three English teachers were using deductive approach and one teacher was using inductive approach in the implementation. It can be seen from the sheet exposed above. It was found 8 aspects checked in the observation sheet. Point 2 (Students are discovering rules) belongs to inductive instruction and point 1 (Teacher are taught rules from beginning) belongs to deductive instruction. Moreover, point 6 (Students are boosted to participate) and 10 (Take long duration in learning) also supported inductive application in teaching grammar. However, the negative point 6 (Students are not boosted to participate) and 10 (Don't take long duration in learning) indicate deductive application. The second instrument was document analysis. Document analysis is form of qualitative design analysis on which the document is understood and interpreted by the researcher to gain the deep analysis on the topic. The researcher was asked lesson plans from four English teachers observed in SMPN 3 Sawan.

Table 2. Indicators of Document Analysis by Graus & Coppen (2015)

No.	Approach	Indicators
1.	Deductive Approach	<ul style="list-style-type: none"> a. Taught a rule b. Used to exemplify a rule c. Focus on explaining rule d. Explain rules e. Teacher-centered
2.	Inductive Approach	<ul style="list-style-type: none"> a. Search for a rule b. Used as examples from which to extract a rule c. Induce learners to infer rules themselves d. Guide learners to search for rules e. Student-centered

As aforementioned above, the four participants in this research disclosed the same format of lesson plans in document analysis. The lesson plans were using general format which not specifically mentioned the grammar teaching in the learning activity. It can be supposed that the format of lesson plan agreed tend to be homogenous. The technique of analyzing method used namely learning activity analysis. The method was analyzed through learning activity which comprises grammar in learning. In the documentary, it showed that participant A, B, and D were having positive interest toward the use of inductive approach because mentioning inductive activity in teaching grammar. Moreover, the participant C was seemed to be continued in applying deductive instruction in teaching grammar as the preliminary observation revealed. The analysis was done through examining the learning activity in the lesson plans agreed. From the analysis, the result of the approach used is presented. The lesson plans of Participant A show the method used seems to be inductive. This result was the same as preliminary observation obtained. Two lesson plans given by

the subject were precisely for 7th grade. It can be construed that the strategy inserted in the grammar teaching was using example refers to dialogue, sentence, and video. The reported was in line with the result in the interview session. The similar insights were exposed from preliminary, documentary, and interview that subject A tends to use inductive more routine in the application. Then, lesson plans of Participant B show the similar analysis with subject A. However, the number of the lesson plan given was different. Five lesson plans agreed by the subject were specifically for 8th grades. The result shows that the strategy injected in the grammar teaching was using example of dialogue and sentence even also applying direct teaching. However, the documentary result was against preliminary observation because the subject observed seems to use deductive more routine in the application. Yet, this tendency showed similar result with interview. Even though, the documentary is exposed the tendency of inductive user, the interview uncovered that subject B seems to use deductive more routine in the implementation.

Moreover, lesson plans of Participant C show the method used in teaching grammar seems to be deductive. The suitable method of teaching grammar can be analyzed through general activity in the lesson plan. The appropriate topic of grammar learning was chosen based on 5 lesson plans given explicitly for 8th grades. The result showed that 2 lesson plans seem to use inductive approach in teaching grammar by using examples of dialogue and sentence. Moreover, the rest lesson plans seem to display the strategies in teaching grammar by explaining the rules of topic first or deductively taught by the teacher. The last participant shows the equal result with subject A and B. The inductive approach was identified in the 5 lesson plans given for 9th grades. It makes lesson plans of Participant D seems to use inductive approach in teaching grammar. The representation of grammar teaching was contrasted the preliminary observation which is showed that subject D also belong to deductive user. This output tends to be supported by interview result during interview session. It can be interpreted that subject D was using deductive more routine than inductive approach.

Therefore, the first finding can be concluded that there is different approach used seen from the observation and result of document analysis. There were three English teachers exposed as deductive user in the observation and three teachers exposed as inductive user through documentary. In this case, interview session is needed to be conducted by the researcher because of different result appeared from two instruments. It leads to the second finding that there were three English teachers selected as interviewee in the interview session based on the criteria of this research which emphasized on deductive user in the real implementation. The Interview guide was used to assure the participants perception toward inductive approach used in teaching grammar. Those dimensions are 1). Perceiver, 2). Target, and 3). Situation. Instead of dimension used, the indicators were having significant portion to establish numerous questions for interview session. The way how the participant perceives the idea of the inductive usage is depended on those dimensions mentioned. There were more than 40 questions formulated using perception dimension and it was found some excerpts exposed from subject B, C and D as deductive participants in the interview.

Table 3. Result of Interview Session

Number of Excerpts	Direct Statement	Participant
Excerpt 1	<i>"It was so fun and meaningful because this method emphasizes on communication and interaction more."</i>	Stated by Participant B
Excerpt 2	<i>"Sometimes, I was applying inductive method in teaching English especially for grammar topic. In my opinion, this method was good for students' critical thinking which can be gained by individually or groups comprehension. In addition, they were required to find certain patterns of the sentences in the example given."</i>	Stated by Participant C
Excerpt 3	<i>"This method offers great communication activity and encourage students to have critical thinking."</i>	Stated by Participant D
Excerpt 4	<i>"Yes, that's right. As long as I taught grammar here, I tend to use deductive rather than inductive."</i>	Stated by Participant B
Excerpt 5	<i>"The deductive method was often used in learning English due to the limited class duration. By adjusting the discussion about grammar pattern, it was necessary to explain the patterns directly for students."</i>	Stated by Participant C
Excerpt 6	<i>"That's right. I was applying deductive method more routine than inductive."</i>	Stated by Participant D

From the aforementioned above, it is supposed that participant B, C, and D was tended to show positive response toward the use of inductive approach even also implementing the deductive one in the reality. It can be seen from these points "*so fun and meaningful*", "*was good for students' critical thinking*" and "*offers great communication activity*". On the other hand, other excerpts also revealed the method used by participant in routine through interview result was deductive approach. As the inference of the interview result, it was supposed a positive perception of deductive teacher toward inductive approach in teaching grammar. It can be determined that subject who seems to use deductive approach having different response through documentary. Third finding further can be interpreted that teacher who use deductive approach more routines are having positive perception toward inductive approach concluded from interview results.

Discussion

The teacher's role in teaching has an essential point in learning grammar (Hailuan, 2020; Khalil, 2018). The appropriate learning method will affect the effectiveness of learning (Amran et al., 2020; Gunawan et al., 2019; Yaumi et al., 2018). The method that can be used to teach grammar to students is the communicative approach method. The advantages of the Inductive approach can be seen from the interactions that occur in the classroom that apply a student-centered approach. In addition, the deductive approach refers to explain grammatical rules in the early stages of learning (Tammenga-Helmantel et al., 2016; Uysal & Yavuz, 2015). That is, the deductive approach emphasizes a teacher-centered approach in its application. It can be concluded that the inductive approach is especially suitable for use in teaching grammar. Grammar learning consists of three types, namely deductive grammar, inductive grammar, and grammar teaching without explanation. First, teaching grammar is accompanied by explaining grammar rules in detail or called implicit (deductive) language (Güss, 2018; Jean & Simard, 2013). Second, teaching grammar does not directly explain the rules, and students find their own rules (inductive) (Güss, 2018; Jean & Simard, 2013). Third, grammar teaching is not accompanied by explanations and practice questions regarding the structure. In this teaching, grammar is taught in and through communication and action. The difference with the second one, this third type does not try to teach grammatical rules, but it is hoped that these rules will penetrate indirectly and unconsciously into students' cognition (Beydoğan & Bayındır, 2010; Uysal & Yavuz, 2015). This type is known as implicit grammar teaching. Other research findings also state that the inductive approach effectively teaches grammar (Gorat & Prijambodo, 2013; Lzu'bi, 2015; Sharandeep & Niwas, 2016). Effect of using deductive and inductive approaches in teaching English grammar is the positive idea of students towards the use of inductive approaches in teaching grammar. Thus, it can be concluded that the finding of this study is consistent to be similar with previous result conducted by other researchers. It was found that, teachers tend to have positive perception toward the use of inductive approach in teaching grammar.

4. CONCLUSION

Deductive teachers' perception toward the use of inductive approach are indicated positive through interview result. This study indicates that even the teachers were implementing deductive approach more routine, it doesn't mean they were having negative perception toward the use of inductive instruction in teaching grammar. Even, deductive teachers tend to have negative response toward the use of inductive approach in the implementation, it can't be concluded that deductive teachers were considered to have negative perception at all.

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