

A Comparative Study of Deductive and Inductive Teaching of Participial Phrase: A Case Study

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Abstract

Grammar is one of the language features that are intricate for language learners. Owing to the fact that vocabulary has a substantial role in a language, many language learners are reluctant to know the rule of a language inside and out. Nonetheless, grammar is of value to avoid confusion towards the intended meaning. Gewerhr (1998) states that grammaticality is fundamental, thus the teaching of grammar should be central in a language classroom. Many teachers have been teaching grammar using various approaches, but still, errors are present in students' performance in terms of grammatical accuracy. Thornbury (1999) suggested 2 different methods in the teaching of grammar: deductive and inductive. From years of experience in teaching grammar, the researcher has always opted for deductive method, since it is something that students are familiar with and saves time. For that reason, this study is conducted to find out which of the two methods works better. This research is focusing on the students' ability to understand the specific topic, namely Participial Phrase. The participants of the research are 12 students of 4PBI1 and 11 students of 4PBI2, making 23 students in total. To find out the students' knowledge and understanding, pre- and post-test were administered to both classes of 4PBI1 and 4PBI2. The results shown were really surprising, since the method widely and commonly adopted in the teaching of grammar was not good enough. Instead, the method which shows an intended result was inductive teaching. The pre- and post-test using such method was significantly different.

Keywords: *inductive teaching, deductive teaching, participial phrase*

1. Introduction

1.1 Background

Grammar is one of the language features that are intricate for language learners. Owing to the fact that vocabulary has a substantial role in a language, many language learners are reluctant to know the rule of a language inside and out. Nonetheless, grammar is of value to avoid confusion towards the intended meaning.

In Indonesia, it is compulsory that English be introduced to between the 1st grade of junior high school and the 3rd grade of senior high school, making the English teaching and learning process 6 years in total. However, the writer, who is also an English lecturer, discovered that the majority of students are still not competent in English, specifically in the structure of the language.

Gewerhr (1998) states that grammaticality is prominent, and on that account, the teaching of grammar should be the focal point in a language classroom. Teaching grammar has always been a matter in question which is discussed among language teachers. This is the cause that approaches to teaching grammar are still debated.

Realizing the fact that the students should be competent in grammar in order to enable the students to use the language correctly, many teachers or researchers conduct studies to find out the methods, approaches and techniques in the teaching of grammar. Many teachers have been teaching grammar using various approaches, but still, errors are present in the students' performance in terms of grammatical accuracy.

In the past teaching grammar was seen as the primary concern in language teaching, in which students were expected to produce grammatically correct sentences. In the case of grammar teaching, there are two main methods, namely deductive method and inductive method. However, in Indonesia, the deductive method proves to be more preferable than the inductive method.

Deductive teaching is a traditional approach in which the information about the concepts and rules are introduced at the beginning of the class, and later examples are provided. Thornbury (1999) suggested three basic principles in the deductive teaching: (1) the lesson starts with presentation of the rules by the teachers, (2) teacher gives examples by highlighting the grammar structures, and (3) students make practice with the rules and produce their own examples at the end of the lesson.

On the other hand, inductive teaching as proposed by Thornbury (1999) requires the learners to infer from examples provided. Similarly, Shaffer (1989):

396) added that “an inductive approach is defined as one which: (1) the students’ attention is focused on the structure being learnt, and (2) the students are required to formulate for themselves and then verbalized the underlying pattern.

This research is aimed to discover whether the inductive and deductive method used to teaching target grammar, in particular participial phrase to 4th semester students of Bahasa dan Budaya Inggris (BBI) department gives different results.

1.2 Statement of Problem and Research Questions

Even though deductive teaching might be obsolescent and is criticized for some reasons, it is still put to use in grammar teaching. The writer, as the English lecturer, often uses this approach, for deductive teaching saves much time and it goes directly to the target grammar. However, the written test result often proves to be unsatisfactory. In order to improve the students’ scores, the writer would like to do the teaching using inductive method, and then compare the test results of the two methods.

1. How is the pre-test result using inductive and deductive method?
2. How is the post-test result using inductive and deductive method?
3. Which of the two methods – inductive and deductive – proves to give better result in the teaching of participial phrase?

1.3 Objective of the Research

This study is expected to find out: (1) the pre-test result using both inductive and deductive methods, (2) the post-test result using both methods, and (3) which method works better when it comes to the teaching of Participial phrases.

From years of experience in teaching grammar, the writer has always used deductive method, where he always provides the target rules first and then gives the students some exercises. However, the results, most of the time, have turned out to be unsatisfactory. For the sake of improving the students’ awareness of the

target grammar, and their score, the writer would like to find out if the inductive method adopted to teach participial phrase would give better result in the form of written tests.

1.4 Significance of the Research

In the context of English teaching at school level as well as university levels in Indonesia, the most common popular form of grammar teaching is deduction, where the teaching is teacher-centered. In many English courses as well, the process of teaching absolutely requires the role of teachers.

Deductive method is often seen as the most proper method and applicable when it comes to teaching grammar, since the information about target language and rules are driven at the beginning of the class. The lecturers as well as the learners believe that when the rules are introduced in the very first place, the students will understand the rules more and be able to use language correctly. However, learning the target language rules requires not only knowledge of the rules, but also in-depth knowledge of the application of the rules in different contexts.

Inductive, on the contrary, is seen as a method that is unconventional as well as pointless in the context of English teaching. It is a fact that lecturers always spoon-feed the learners with what they need to know in the beginning of the class. The lecturers are in fact skeptical about the inductive method being more useful, since they are sure that the students lack ability to draw inferences from only examples provided.

The writer expects the study to be mainly beneficial for lecturers of English grammar. Not only would he like to promote the inductive method in the grammar teaching, he would also like to tell the readers that such method can be even more effective than deductive method in the grammar teaching.

1.5 Scope and Limitation

The topic “sentences” is included in the Grammar 4 class. There are four types of sentences, namely: Simple, compound, complex and compound-complex sentences. However, the study is limited to participial phrases as the part of complex sentence.

This study only aims to find out how the students recognize the mistake in the use of participial phrase and correct the misapplication of participial phrase. The students are not expected to combine more than one sentence into one effective sentence using participial phrase, nor are they expected to produce a sentence using participial phrase. Instead, they are only given a complex sentence, and they have to identify and give correction to the wrong application of participial phrase.

2. Literature Review

2.1 Previous Studies

Numerous previous studies have been conducted on the topic of Inductive and Deductive methods to teaching grammar. One study was carried out by Oey (2015). In her research, the target grammar was ‘If Clause’ Type 1 and Type 2 which was included in the curriculum of Tarsisius I high school. The participants were 2 classes consisting of 19 students in each class, making them 38 in total. She wanted to figure out (1) the strengths and weaknesses in the implementation of deductive and inductive teaching in their grammar learning, and (2) the method that worked better.

In her findings, the two methods in fact had successfully helped the students to understand ‘If Clause’ type 1 and type 2. She discovered that the average scores of pre- and post-test of type 1 using inductive and deductive method from both classes were pretty similar, in that the average scores got 50 points higher in the post test (scores ranged from 19 to 69). On the other hand, the average scores of pre- and post-test of type 2 from both classes were quite entirely different; one class got around 36 points higher with deductive method (scores

ranged from 22 to 58), and the other got 55 points higher with inductive method (scores ranged from 21 to 77).

She concluded that inductive approach to teaching grammar worked better than deduction one. She also gave her opinion on the strengths and weaknesses of each approach and compared the findings with theory proposed by Thornbury (1999).

2.2 Theoretical Framework

Grammar plays an important role in a language, since ungrammatical sentences may lead to misunderstanding towards the intended meaning. As asserted by Ur (1999), learners should learn rules of language, commonly known as sentence patterns so that they know how to put sentence's patterns correctly. Widodo (2006) also added learning the rules of a language is essential to produce grammatically acceptable utterances in the language.

2.2.1 Difference between Inductive Approach and Deductive Approach

There have been debates about how a teacher should teach grammar; should one use an inductive approach or deductive approach in the teaching of grammar?

2.2.1.1 Inductive Approach

According to Larsen-Freeman (1979), in an inductive learning, the teacher provides examples from which the learner deduces the relevant second language rule. Her definition is also supported by Thornbury (1999: 29). He asserts that an inductive approach starts with some examples and from them, the rule is inferred. Similarly, Shaffer (1989: 396) added that "an inductive approach is defined as one which: (1) the students' attention is focused on the structure being learnt, and (2) the students are required to formulate for themselves and then verbalized the underlying pattern.

Thornbury (1999: 54) argues that there are several advantages of using inductive approach, namely:

1. Rules that learners need to discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.
2. The mental effort involved ensures a greater degree of cognitive depth which ensures greater memorability.
3. Students are more actively involved in the learning process, rather than being simply passive recipients. They are therefore likely to be more attentive and more motivated.
4. It is an approach which favors pattern recognition and problem-solving abilities which suggest that it is particularly suitable for learners who like this kind of challenge.
5. If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.
6. Working things out for themselves prepare students for greater self-reliance and is therefore conducive to learner autonomy.

Similarly, Brown (2001: 365) adds that there are as well other advantages of inductive approach it offers, namely:

1. It is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus.)
2. It conforms more easily to the concept of interlanguage development in which learners make progress, on variable time tables, through stages of acquisition.
3. It allows students to get a communicative 'feel' for some aspect of language before possibly being overwhelmed by grammatical explanation.
4. It builds more intrinsic motivation by allowing students to discover rules rather than by telling them.

In addition to the advantages, Thornbury (1994: 54) states further that there are disadvantages of inductive approach, those are:

1. The time and energy spent in working out rules may mislead students into believing that rules are the objectives of language learning, rather than a means.
2. The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.
3. Students may hypothesize the wrong rule, or their version of the rules may be either too broad or too narrow in its application. This is especially in danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.
4. It can place heavy demands on teachers in planning a lesson. They need to select and organize the data carefully so as to guide learners to an accurate formulation of the rule.
5. However carefully organized the data are, many language areas such as aspect and modality resist easy rule formulation.
6. An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience (or both), would prefer simply to be told the rule.

2.2.1.2 Deductive Approach

Apart from the inductive approach, there is also a deductive approach. Larsen-Freeman (1979) states that “. . . in deductive learning the teacher states the rule and leads the learners in subsequently deducing examples.” Likewise, Thornbury (1999: 29) also gives his definition on deductive approach. According to him, “a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied.” In addition to Thornbury’s definition, Shaffer (1989: 396) also defines deductive approach as “. . . one, where regardless of the timing relative to the practice part of the lesson, students are given an explanation.”

Deductive approach also offers both benefits and drawbacks. According to Thornbury (1999: 30), the benefits are:

1. It gets straight to the point, and can therefore be time-saving. Many rules – especially rules of form – can be more simply and quickly explained than eliciting from examples. This will allow more time for practice and application.
2. It respects the intelligence and maturity of many – especially adults – students, and acknowledges the role of cognitive process in language acquisition.
3. It confirms many students' expectations about classroom learning, particularly for those learners who have an analytical learning style.
4. It allows teachers to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Meanwhile, the drawbacks of deductive approach as proposed by Thornbury (1999: 30) are:

1. Starting the lesson with grammar presentation may be unpleasant for some students, especially younger ones. They may not have sufficient metalanguage (i.e., language useful to talk about language such as grammar terminology), or they may not be able to understand the concepts involved.
2. Grammar explanation encourages a teacher-fronted, transmission-style classroom; teacher's explanation is often at the expense of student's involvement and interaction.
3. Explanation is seldom as memorable as other forms of presentation, such as demonstration.
4. Such an approach encourages the beliefs that learning a language is simply a case of knowing the rules.

2.2.2 Participial Phrase

In English grammar, a participial phrase is a word group consisting of a present participle (also known as an –ing form) or past participle (also known as an –en form), plus any modifiers, objects, and complements that functions as an adjective.

According to Dart (1992: 209-233), participial phrase can be placed in three different positions, namely:

1. A participle phrase will often appear at the start of a sentence to describe something in the main clause. (e.g. Removing his glasses, the professor shook his head with disappointment.)
2. A participle phrase can also appear immediately after whatever it is modifying. (e.g. I saw Arthur running for the bus.)
3. A participle phrase can also appear at the end of a clause and not immediately after whatever it's modifying. (e.g. All of us were extremely relieved, having received news from the battlefield at last.)

3. Research Methodology

3.1 Participants

Having had the experience in teaching grammar, the writer comes to a conclusion that Participial Phrase is one of the most problematic topics in grammar 4. From his experience of teaching such topic, many students failed to get desired results; the majority of students still got low score on the topic.

The participants of the current study are the students from the English Language and Culture Department at Bunda Mulia University. The participants are the students from the 4th semester, since the topic of Participial Phrase is introduced in Grammar 4 class. There are 2 groups coming from 2 different classes, namely 4PBI1 and 4PBI2 which were the Experimental Group (EG) and control group (CG) consecutively. To make sure that the students are homogeneous and equal in English grammar proficiency, the students who passed English grammar 3 subject with the minimum score of 51 were opted for. There were some students from both classes who failed to get the minimum score, and therefore they were opted out. As a result, the number of students in the class of 4PBI1 is 12 students and that of the class of 4PBI2 is 11 students. The 4PBI1 students was the experimental group, which have been exposed to the conditions

of experimental procedure, while the 4PBI2 students was the Control Group, which only received regular treatment and was used as a benchmark.

3.2 Data Collection Procedure

The instruments of this study are the tests administered to the students. There are two different tests: (1) pre-test and (2) post-test. The pre- and post-test items are pretty similar for each type. There are in total twenty (20) questions with ten (10) questions in each part. Part (1) is about participial phrases recognition in a sentence and part (2) is about error recognition in participial uses and revision.

In both pre- and post-test, the first part encourages the ability to identify the use of participial phrases in sentences. Here students are expected to only write down the verbs in participial phrase, which come in the form of present participle (also known as an –ing form) or past participle (also known as an –en form).

The second part of both pre- and post-tests lets the students not only understand the concept of a sentence, but also revise the mistake in the sentences. The sentences are in the forms of active as well as passive constructions. However, all the mistakes are only to correct the mistaken use of participle phrase. All the items tested are complex sentences, where there are one independent clause and one dependent clause in a sentence. In order to correct the mistake, the students have to identify the independent clause first and only then, can they identify the improper use of participle phrases in the dependent clause.

The data collection for 2 different groups took place in two days on week eleven; 4PBI2 on Wednesday, April 27th 2016 and 4PBI1 on Thursday, April 28th 2016. As previously mentioned, the class of 4PBI2 belonged to the CG, and the class of 4PBI1 belonged to the EG. The tests as well as the treatment for both classes only happened in 200 minutes in one day, since the topic of participial phrases was only for one meeting, specifically meeting in week eleven.

The class of 4PBI2, the CG, was administered a pre-test in the first 30 minutes. In the next 2 hours, the researcher used deductive method to teach

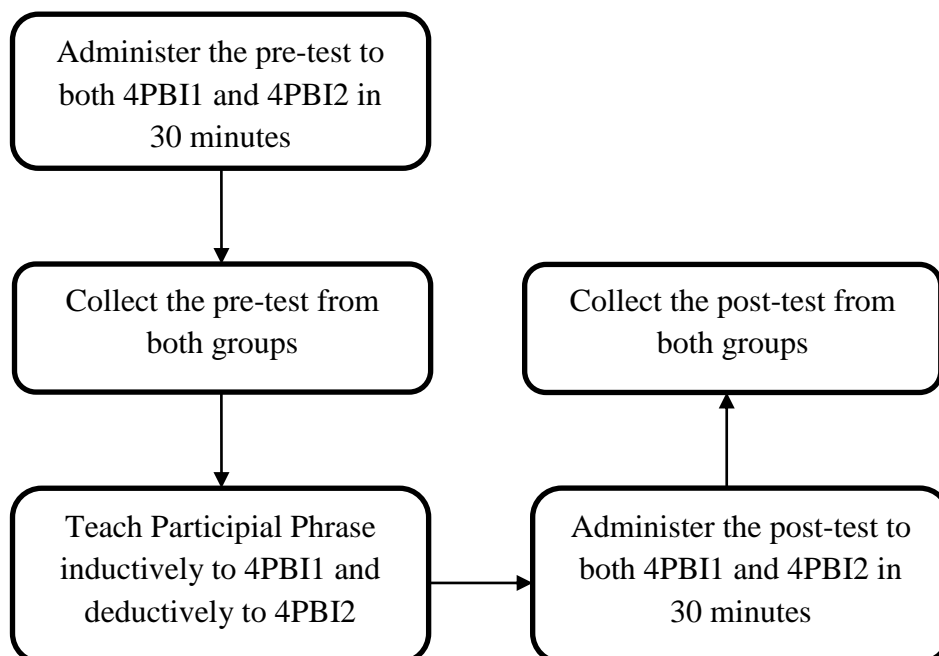
participial phrases. He revealed the target language rules in the first place to let the students aware, and then continued to give examples. In the last 30 minutes, the post-test was administered to find out the students' understanding.

The class of 4PBI1, the EG, on the other hand, was administered a pre-test in the first 30 minutes on the next day. In the next 2 hours, the researcher used inductive method to teach participial phrases. He only provided the students examples which illustrates the use of specific grammatical structure and let them analyze until they arrive at a conclusion. In the last 30 minutes, the post-test was administered to test out the students' mastery.

All in all, the researcher administered the pre-test for the first 30 minutes in both classes of 4PBI1 and 4PBI2. In the next 2 hours, the inductive teaching method was adopted in 4PBI1 and deductive teaching method in 4PBI2. In the last half an hour, the post-tests were administered.

The diagram below summarizes the data collection procedure of the research.

Figure 3.1 Data Collection Procedure



3.3 Data Analysis Procedure

This study is qualitative descriptive, which is completely reliant on explaining the methods applied in relation to the scores from both groups.

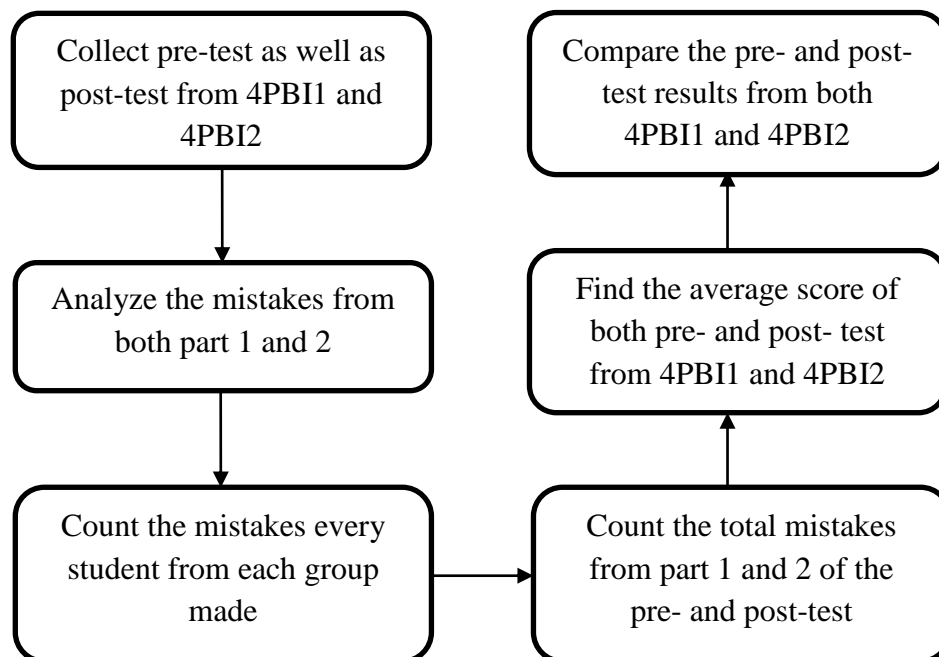
After administering both pre- and post-tests for both 4PBI2, as a Control Group (CG) and 4PBI1, as an Experimental Group (EG), the researcher would look at the mistakes in both parts in both tests and compare the average score of pre- and post-tests from both EG and CG and see which of the methods works better.

In the first part of the tests, the researcher would like to find out the students' awareness of the forms of participial phrase. The students just need to identify the participial phrase which come in the form of present participle (also known as an –ing form) or past participle (also known as an –en form).

In the second part of the tests, the researcher would like to analyze each of mistakes the students make –how the mistake happened. He then would count the mistake of each student test and count them.

The diagram below summarizes the data Analysis procedure of the research.

Figure 3.2 Data Analysis Procedure



4. Findings and Discussions

The data of this study were taken from the fourth semester students of English language and culture department (Bahasa dan Budaya Inggris), specifically the class of 4PBI1 as an Experimental Group (EG) and the class of 4PBI2 as a Control Group (CG).

This study is to find out the results from both pre-test and post-test using inductive and deductive method, and find out which of the two methods proves to give better result in the teaching of participial phrase.

4.1 Findings

The researcher collected data from 2 different classes from 4th semester, namely 4PBI1 and 4PBI2. The number of students from each class varies; 12 students from 4PBI1 and 11 students from 4PBI2.

There are 2 parts in both pre- and post-test, with 10 test items in each part, making 20 test items in total. Part one is about the identification of participial usages in sentences, and part two is about identification as well as rectification of errors in participial phrases.

The pre-test was conducted in order to get the preliminary information on the students' knowledge of participial phrase. Moreover, the post-test was conducted to find out the students' understanding after having been taught inductively for 4PBI1 or deductively for 4PBI2.

4.1.1 Pre-test Results

The followings are the students' pre-test results from both groups of 4PBI1 with inductive method and 4PBI2 with deductive method:

Table 4.1 4PBI1 and 4PBI2 Students' Pre-test Results

No.	Name (4PBI1)	Pre-Test			No.	Name (4PBI2)	Pre-Test		
		Part I	Part II	Score			Part I	Part II	Score
1	Lilyanty	1	9	50	1	Jelen	1	5	70
2	Michelle	2	3	75	2	Vonny	1	4	75
3	Melissa	3	9	40	3	Hanseno	2	5	65
4	Jeffry	1	2	85	4	Valdi	10	10	0
5	Michelle S	1	2	85	5	Erric Delodo	5	4	55
6	Vesalia	1	5	70	6	Gracya	3	9	40
7	Yosua	1	3	80	7	Junita	0	10	50
8	Marshella Pratiwi	1	7	60	8	Maria	4	3	65
9	Siti	1	7	60	9	Vella	3	6	55
10	Gledis	3	10	35	10	Elisa	2	5	65
11	Yeni	3	10	35	11	Veranica	2	5	65
12	Alfonsus	2	1	85					
	Total mistake	20	68			Total mistake	33	66	
	Average Score			63,33		Average Score			55

Table 4.1 shows 4PBI1 and 4PBI2 students' pre-test results. It is apparent that part 1 is much easier than part 2, because the total mistakes of 12 students of 4PBI1 were only 20, and those of 13 students of 4PBI2 were 33. On the other hand, the total mistakes of part 2 from both groups were significantly different from those of part 1. The total mistakes 4PBI1 students made in part 2 are 68, which is 3.4 times more than the total mistakes in part 1, and 4PBI2 students are 66, which is 2 times higher than the total mistakes in part 1. The average scores of both 4PBI1 and 4PBI2 are quite noticeable; 4PBI1 as EG got 63.33 and 4PBI2 as CG got 55. The number of students of 4PBI2 is less, yet the average score is less than that of 4PBI1.

The writer spotted there is one question in part 1 that was somewhat ambiguous to most of the students from both groups. They could not tell the difference between the verb in participial phrase and the verb in simple past (e.g. *the store sold used cars yesterday.*) Morphologically, the verb *sell* and *use* are

regular verbs, of which inflections of the simple past and the past participle verbs are the same. Moreover, the students did not realize that the part of speech of *used* is no longer a verb, but an adjective. In the end, the majority of students regarded *sold* and *used* as the participial phrase.

Moreover, most of the mistakes took place for the students had no idea about what they had to do, nor did they know the target language rules through examples. Due to the time constraint, analyzing the target language rules from only few examples in each part and answering 20 questions within only 30 minutes seemed to pose a problem. They also did not understand whether the sentences were active or passive, which were important to know in participial phrase.

4.1.2 Post-test Results

Followings are the students' post-test results from both groups of 4PBI1 with inductive method and 4PBI2 with deductive method:

Table 4.2 4PBI1 and 4PBI2 Students' Post-test Results

No.	Name (4PBI1)	Post-Test			No.	Name (4PBI2)	Post-Test		
		Part I	Part II	Score			Part I	Part II	Score
1	Lilyanty	1	3	80	1	Jelen	0	2	90
2	Michelle	1	2	85	2	Vonny	1	4	75
3	Melissa	1	4	75	3	Hanseno	2	5	65
4	Jeffry	1	1	90	4	Valdi	10	8	10
5	Michelle S	1	4	75	5	Erric Delodo	6	6	40
6	Vesalia	1	0	95	6	Gracya	2	1	85
7	Yosua	0	0	100	7	Junita	0	6	70
8	Marshella Pratiwi	2	2	80	8	Maria	7	4	45
9	Siti	2	2	80	9	Vella	4	3	65
10	Gledis	3	5	60	10	Elisa	0	3	85
11	Yeni	1	6	65	11	Veranica	2	6	60

12	Alfonusus	2	1	85				
	Total mistake	16	30			Total mistake	34	48
	Average Score			80,83		Average Score		62,73

The above table shows both 4PBI1 and 4PBI2 students' post-test results after the students have been taught inductively and deductively. In the process of inductive teaching in the class of 4PBI1, the researcher did not reveal the target language rules, but provided as many examples as possible. It surely had taken a longer time for the students to finally get the point as well as the rules of participial phrase. However, the post-test results of 4PBI1 were surprisingly better than those of 4PBI2.

As the data shown above, the average scores of both groups were nearly 18 points different. The total mistakes of the 4PBI1 students' post-test in part 1 and 2 using the inductive teaching method are less than those of the 4PBI2 students' post-test in part 1 and 2 using deductive teaching method. What is really surprising is that the 4PBI1 students scored much better than 4PBI2. The average of 4PBI1 is 80.83 and that of 4PBI2 is 62.73, which makes 18.1 points different. Based on the results shown in the table, it can be concluded that inductive teaching where the target language rules were not revealed since the very beginning of the course, was more successful.

When the process of inductive teaching took place, the students were put in groups so they could discuss with their peers when they experienced problems. In the meantime, they seemed to have had difficulty to get the target rules. However, it turns out that the 4PBI1 students had a better understanding.

4.1.3 Comparison of the Results of both Inductive and Deductive Method

Followings are the 4PBI1 students' pre- and post-test results with inductive method:

Table 4.3 The Pre- and Post-test Results of 4PBI1

No.	Name	Pre-Test			Post-Test		
		Part I	Part II	Score	Part I	Part II	Score
1	Lilyanty	1	9	50	1	3	80
2	Michelle	2	3	75	1	2	85
3	Melissa	3	9	40	1	4	75
4	Jeffry	1	2	85	1	1	90
5	Michelle S	1	2	85	1	4	75
6	Vesalia	1	5	70	1	0	95
7	Yosua	1	3	80	0	0	100
8	Marshella Pratiwi	1	7	60	2	2	80
9	Siti	1	7	60	2	2	80
10	Gledis	3	10	35	3	5	60
11	Yeni	3	10	35	1	6	65
12	Alfonsus	2	1	85	2	1	85
	Total mistake	20	68		16	30	
	Average Score			63,33			80,83

Table 4.3 exhibits an increment of the average scores of pre-test and post-test of the class of 4PBI1: from 63.33 to 80.83 with 17.5 points different. The total mistakes of part 1 in the class went down from 20 in the pre-test to 16 in the post-tests. The total mistakes of part 2 were significantly different, from 68 in the pre-test to 30 in the post-test, with almost two times less mistakes.

Followings are the 4PBI2 students' pre- and post-test results with deductive method:

Table 4.4 The Pre- and Post-test Results of 4PBI2

No.	Name	Pre-Test			Post-Test		
		Part I	Part II	Score	Part I	Part II	Score
1	Jelen	1	5	70	0	2	90
2	Vonny	1	4	75	1	4	75
3	Hanseno	2	5	65	2	5	65
4	Valdi	10	10	0	10	8	10

5	Erric Delodo	5	4	55	6	6	40
6	Gracya	3	9	40	2	1	85
7	Junita	0	10	50	0	6	70
8	Maria	4	3	65	7	4	45
9	Vella	3	6	55	4	3	65
10	Elisa	2	5	65	0	3	85
11	Veranica	2	5	65	2	6	60
	Total mistake	33	66		34	48	
	Average Score			55			62,73

As the data shown above, the average scores of post-test were only slightly better than that of the pre-test. The average score in the pre-test was only 55, and the average score in the post-test was 62.73, making them only 7.37 points different. Despite the fact that there was a slight increase in the average score, the total mistakes actually went up from 33 in the pre-test to 34 in the post-test. The total mistakes of part 2, however, were fairly different, from 66 in the pre-test to 48 in the post-test. In spite of the fact that the deductive method also worked out, the results shown compared to the inductive method in the grammar teaching was not really satisfactory.

4.2 Discussion

The topic of Participial phrase starts to be introduced in the grammar 4 class, and is one of the most difficult topics. According to the syllabus, the topic is taught in only one meeting. The class of 4PBI1 was an Experimental Group which the researcher taught the target grammar rule inductively, whereas the class of 4PBI2 was a Control Group which he taught the grammar rule deductively.

When teaching the grammar structure, specifically participial phrase rule in 4PBI1 class, the researcher started the lesson with as many examples which include the target grammar that they would learn as possible, and let them discover the grammar rules themselves by examining the examples. At first, the

researcher was really skeptical that the inductive method would work and the students would be able to get the target grammar rules from examples. Even though the process of inductive teaching took the same period of time as that of deductive teaching, that is 100 minutes, the researcher felt that the inductive teaching method took longer time, since the students finally perceived the target rules nearly at the end of the meeting.

In contrast, when teaching 4PBI2 using deductive method, the researcher started with presentation of the rules, and gave examples by highlighting the grammar structures. Unlike inductive method, deductive method took only a shorter period of time, since they were enlightened in the very first place. The researcher then only provided examples which show the target language rules to enable them to comprehend more.

Through the results of the post-test from 4PBI1 and 4PBI2, it can be inferred that in the context of grammar teaching, both deductive and inductive method worked out, for there was an improvement in the results of the post-tests. However, the post-tests results with deductive method in the grammar teaching proved to be displeasing compared to the post-test results with inductive grammar teaching. The average score of 4PBI2 students' pre-test results was 55 and only had a slight improvement to 62.73. On the other hand, the average score of 4PBI1 pre-test results was 63.33 and significantly improved to 80.83.

All in all, based on the finding, the researcher comes to a conclusion that the more student-centered inductive method works better in comparison with the teacher-centered deductive method. Though deductive method in my experience by far the most common method in Indonesia, inductive method, which expects the students to actively participate in the lesson and to figure out the rules by themselves seem to have shown more effective when it comes to teaching grammar, specifically participial phrase.

5. Conclusions and Suggestions

5.1 Conclusions

From the findings in the previous chapter, the researcher concludes that what people regard deductive method as the most common, conventional, and standard way to teach grammar, it turns out that deductive method does not always give the best result compared to that of other methods.

Inductive method in the context of grammar teaching seems to have worked better. The inductive method may have proved to be difficult for some or all students grasp in such a small amount of time, however, having the students to actively participate in the lessons and formulate the rules themselves from only examples appeared to be more useful.

5.2 Suggestions

The application of grammar in writing and speaking proves to be more difficult, since the speakers have to not only know the target language rules, but also discern when and how the target language is used. Thus, it would be suggested that lecturers or teachers keep finding out ways of teaching to improve the students' understanding.

It is often a practice that lecturers only measure students' competence in grammar through scores of grammar test. Lecturers only test out what they want to test. In fact, when it comes to an actualization in writing or speaking, the students often fail to use the language rule correctly in different contexts. In order to stimulate students' understanding, the researcher suggests that inductive method is applied.

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