APPLYING INDUCTIVE METHOD TO IMPROVE
THE ABILITY IN USING SUFFIX –ING
OF GRADE XI STUDENTS AT MAN 1 PALU

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ABSTRAK

Al-Muthmainnah, A 122 14 015. Menerapkan Metode Induktif untuk meningkatkan kemampuan menggunakan akhiran –ing siswa kelas XI di MAN 1 Palu.

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode induktif pada siswa dalam menggunakan akhiran -ing. Populasi dari penelitian ini adalah siswa kelas XI MAN 1 PALU, kelompok eksperimen dan kontrol masing masing berjumlah 25 siswa. Selanjutnya metode yang digunakan dalam penelitian ini adalah penelitian desain kuasi-eksperimental-nonequivalent kelompok control dan diterapkan selama 8 kali pertemuan. Variabel penelitian ini adalah metode induktif dan kemampuan siswa dalam menggunakan akhiran -ing. Sampel penelitian ini adalah siswa kelas XI IPS 2 and IPS 3, dipilih melalui purposive sampling teknik. Berdasarkan hasil penelitian, peneliti membuktikan bahwa penerapan metode induktif telah mengatasi masalah siswa. Metode ini mempengaruhi perhatian, pemahaman, dan prestasi mereka. Ditemukan bahwa pertama, ada 18 siswa atau sekitar 72 % yang termotivasi untuk belajar bahasa Inggris. Kedua, nilai $t-_{hitung}$ 6.5 lebih tinggi daripada $t-_{tabel,}$(2.012). Ini berarti bahwa Ho ditolak dan Hα diterima. Akhirnya, dapat disimpulkan bahwa penerapan metode induktif dapat mempengaruhi kemampuan siswa dalam menggunakan akhiran –ing kelas XI di MAN 1 PALU.

Key terms: Penerapan, Metode Induktif, Kemampuan menggunakan akhiran –ing

Introduction

Grammar contains rules for creating sentences, including an account of the meaning that these sentences convey. Grammar tells us how to turn singular nouns to plurals, how to make negative and interrogative sentences, etc. It can be concluded that studying grammar is same as learning how to create appropriate sentences. In other words, although grammar is not the main objective of language learning but it is definitely needed in the classroom because it is impossible to speak a language perfectly without knowing the grammar of the language.

The purpose of learning English in Senior High School is the students are expected to be able to involve grammar, vocabulary, and pronunciation in contextual English teaching in order to create meaningful perception. Therefore, learning English skills are not enough without its components. Based on the preliminary research, the students had low capability in using suffix –ing in context, and they could not differentiate the use of suffix –ing as present progressive, present participle, and gerund since they never be given examples in context.

There are many techniques are implemented to solve the grammar problem such as grammar translation method, grammar games, substitutional drill, etc. Referring to the problem in using suffix –ing, the researcher offers inductive method as preferable teaching resolution. This method is one of effective teachings and its instruction begins with specific set of examples or sample. The instruction is started with some examples of grammar point and then it is followed by generalizing the rules in the examples. Also, it is facilitated by reading text. It aims at teaching the students accurate use of grammar. The examples have a purpose to give learners opportunities to reinforce what they have just learnt. Therefore, the researcher believes that this method can facilitate the teaching of English in improving the students' ability in using suffix –ing.

In relation to the introduction above, the students are lack of grammar. Therefore, the researcher formulates the research question as follows:

Can Applying Inductive Method to improve the ability in using suffix –ing of grade XI students at MAN 1 Palu?

Literature Review
Definition of Grammar

Grammar refers to description of rules about how words are combined and how sentences are composed. Alexander (1990) points out that grammar is one of the supporting causes to create good communication and learn it to communicate better. The contribution of grammar is quite useful to run the interaction and communication well. Communication is integral part of human activities since grammatical competence is a part of communicative competence. To obtain an effective communication skill, the students should realize that grammar may help

enhancing accuracy of language and thinking. Marcel (1853) states that the grammar rules can help learners developing a habit of thinking logically and clearly. Therefore, after studying grammar, they will use the language accurately.

Suffix -ing in three functions
Present Progressive

The present progressive as an aspect is relatively unique verbal development in languages because it shows a temporary activity which begins in the past, continues in the present time and probably ends in the future. Azar (2002) points out "The present progressive expresses an activity that is in progress at the moment of speaking." It indicates continuing action and is characterized through the expression of idea or thought in the form of oral or visual language that is in progress or is still incomplete. Therefore, present progressive can be seen in the form of affirmative, negative, and interrogative sentences. Sargeant (2007) provides the examples as follows:

(1) She *is learning* English in the classroom.
(2) She is not learning English in the classroom.
(3) Is she learning English in the classroom?

The first affirmative sentence confirms that the verb *learn* becomes *learning* after the auxiliary verb. It shows that the activity is going on in the present time and done by the subject *she*. The second sentence captures the existence of negation "*not*" which means not doing the activity. At last, the third number shows an inversion of subject and predicate which the auxiliary comes first and is followed by the subject. It has purpose on clarifying something by asking question.

Present Participle

A present participle is the –ing form of a verb which is used as an adjective. Plag (2002)

points out that suffix –ing refers to verbal inflectional suffix commonly producing present participle. A word added by suffix –ing is called present participle. In this part, present participle describes the cause of feeling. Hewings (1999) states that –ing adjective is appropriate to explain how someone feels about something or how the adjective describes the noun.

The position of present participle can be seen in two functions; attributive and predicative adjectives. Plag (2002) defines that attributive is one of the positions which contains present participle as an adjective. This participle is put in a sentence attributively. In this position, the adjective comes before a noun that functions to describe the noun. The second position of suffix –ing to form adjective goes to predicative. This adjective is positioned predicatively and it comes after auxiliary, for example, *the nurse is caring* and *the light is flashing*. Other examples can be seen as follows:

(4) the confusing direction
(5) The direction is confusing

The difference of the examples above is located on the position. It can be identified that the sentence (4) belongs to attributive position since the word *changing* is used to describe noun *direction* while the example (5) is composed predicatively which is characterized by the –ing form placed after the auxiliary but the category both of them is still as an adjective.

Gerund

Gerund is a noun made from a verb by adding "-ing". Azar (2002) states that a gerund is the –ing form of a verb used as a noun. A gerund is used in the same ways as a noun either as a subject or an object. Its application can be seen in its sentence construction, for example *Cooking is my routine activity* and *my hobby is cooking*.

Gerund occupies two positions either as a subject or object in a sentence; subject and object positions. Identifying a gerund in a sentence can be difficult because it has more than one position. Subject of a sentence can be filled with gerund and it can be put before the auxiliary or before noun such as *jogging is my hobby* and *listening room*. The examples are presented below:

(6) *Dancing* is Rita's activity.
(7) *Speaking* English is people need.
(8) *Visiting* Australia needs an effort.
(9) *Writing* provides us a challenge.
(10) *Riding horses is fun*.

Those examples show that *dancing, speaking, visiting, writing,* and *riding* are the subjects of a sentence. In (6), (7), and (8): the verbs (*is, needs, provides*) are singular because a gerund is singular. Another example is provided by Azar (2002) as follows:

(11) *Learning a second language* is difficult.
(12) It is difficult *to learn a second language*.

(11) and (12) have the same meaning. In (11) a gerund (learning) is the subject of the sentence. The verb (is) is singular since the gerund is singular. In (12) the word *it* is used as the object of the sentence. The word *it* has the same meaning as the infinitive phrase at the end of the sentence: *it* means to learn a second language. To sum up, gerund as a subject is placed before the verb while as an object, it comes after the verb.

Gerund vs Present Participle

Distinguishing gerund and present participle is one of the difficulties of students at

senior high school because they have a similar position in a sentence. Sometimes, the ambiguity can occur in this position since it can be put attributively. Therefore, the researcher provides the way to analyze and to differentiate this fact. The first is that if the verb + -ing is followed by animate thing, the verb must be classified as adjective. Conversely, if the verb + -ing is followed inanimate things, the verb –ing is categorized as gerund. The other way to show the differences both of them is by composing sentences as follows:

(13) a. <u>crying</u> <u>baby</u> ⟶ b. The baby is <u>crying.</u>
     Adj   N   V
(14) a. <u>reading</u> <u>room</u> ⟶ b. *The room is <u>reading.</u>
     G   N

To sum up, the sentence (13b) is the fact that shows that the suffix -ing in (13a) belongs to adjective. It is characterized by the sentence (13b) which can be changed into present progressive tense/predicative adjective. The sentence is meaningful and grammatical. On the other hand, (14b) is meaningless. If it does not make a sense in the form of progressive tense, the category of suffix –ing in (14a) must be gerund. Another way to know the difference between them is by interpreting the sentence into Bahasa Indonesia. If the phrase contains meaning "untuk" the class must be gerund. Conversely, if it results "yang" it belongs to an adjective.

Inductive Method

This method generally occurs in native speakers of English since they can produce grammatically correct utterances but they do not know the rules that underlie them. In grammar teaching, the teacher provides the students some examples in the beginning of the learning process then they will create relevant examples and generalize the rules after comprehending the examples. Burden and Byrd (2010) explain that inductive method often begins with activities and then leads to students discovering a concept or generalization. The various ways can be teacher-directed activity and the students are more actively involved in planning and designing the activities. Chalipa (2013) mentions that the fundamental ideas behind this method can be summarized into four steps. Firstly, the teacher provides the students a set of English language data about an area of English grammar. Secondly, asking them to create new example of phrases or sentences. Thirdly, stimulating them to generalize the rule. Lastly, revising the grammatical rule to accommodate the new data. In other words, the students will be provided some examples of words or sentences and they will react by contributing relevant examples.

The main role of the teacher is to present the new grammar item to the learners. Then, she/he must prepare exercises or more tasks for them. Conversely, she/he behaves as a guide or helper while students study the grammar rules. Thornbury (1999) states that inductive method is started by some examples then it is followed by the explanation of the rule related to those examples given. This method has correlation with direct method since these methods maintain grammar is presented in such way the learners experience it.

Inductive method has a positive effect on grammar use and accuracy, focuses on student-centered, and requires the learner to participate in the process of rule-discovery. Slavich and Zombardo (2012) points out that in this method, the teacher acts as facilitator who offers students guided opportunities to interact each other, instead of dictating them. Therefore, the students do more practice and require more time and effort. Yuen (2009) writes that inductive instruction allows the students to work in pair and help each other while trying to discover the language patterns. It means that this method is considered to be beneficial in solving grammar problem and it shifts the role

of the students from the passive receiver of information to the active participant of the learning process.

RESEARCH METHOD

The research design was quasi-experimental non-equivalent control group design. This design employed one class as an experimental group and another one as a control group. Both groups were given pretest and posttest but experimental group is the only class to be treated through inductive method while the control one is taught by using conventional teaching. The population consists of four Social Classes. The sample of the research is selected purposively through one of non-probability sampling techniques, it was purposive sampling. the researcher chose two classes (XI IPS 2 and XI IPS 3) to be the sample of research because the students experienced a grammar problem. There were two variables used in this research. The independent variable was the application of inductive method and the dependent one was students' ability in using suffix –ing.

There were three instruments used in this research. They were observation checklist, questionnaire items, and test. Observation checklist aims at identifying how Inductive method worked in the classroom and this instrument was filled by the students of experimental class. Questionnaire items are given before and after the treatment. The content of questionnaire was related to students interest in learning English and was written in Bahasa Indonesia in order to make them easy to understand. The test consisted pretest and posttest were given to both classes to measure students achievement of grammar particularly in using suffix –ing. The reability of the test was analyzed by using SPSS 13.0 program after getting the students score. The scoring system and scoring rubric can be seen in the following table:

The Scoring System

No	Kinds of Test	Number of Items	Score of Items	Total Score
1	Multiple Choice	20	1	20
2	Transformation drill	10	2	20
3	Simple Completion	20	1	20
	Total	50	4	60

The Scoring Rubric of Multiple choice test and Simple Completion

No	Criteria	Score
1	Right Answer	1
2	Wrong/ No Answers	0

Adapted from (Al-Juboury, 2011)

The Scoring Rubric of Transformation Drill

No	Criteria	Score
1	correct answer, correct spelling and grammar	2
2	correct answer, correct grammar and incorrect spelling / correct answer, correct spelling and incorrect grammar	1
3	incorrect answer, incorrect spelling and grammar	0

Adapted from (Al-Juboury, 2011)

Based on the scoring system above, multiple choice and simple completion consisted of twenty items for each, the correct answer of these tests required one score. Then, transformational drill had ten items and each item took two scores. Finally, the maximum score was 60. After obtaining data of the test, the researcher analyzed them by accumulating the individual score with simple statistic formula recommended by Arikunto (2010:240) as follows:

$$\sum = \frac{x}{N} \text{ x } 100$$

Where:

$\sum$ = individual score
X = obtained score
N = maximum score

The researcher tested the hypothesis to know it was accepted or rejected with the criteria If the $t_{counted}$ value is higher than t_{table} value, it means that the hypothesis of the research is accepted or inductive method affected the learners' achievement in grammar, while if the $t_{counted}$ value is lower than t_{table} value, it means that the hypothesis of the research is rejected or this method gave nothing to the students' progress.

FINDINGS AND DISCUSSION

The result of this research brought the distinction between experimental class and the control one. It was found that those classes prior knowledge were significantly similar in pretest. It reflected to the result of both classes, the experimental class' mean score in pretest was 44.32 while the control class was 44.30. It depicted that there was no significant difference between the two classes before implementing the method. In the posttest, the results of those classes are very different significantly. The mean score of experimental class was 82.8 and the control class was 60.76. Then, the result of observation is almost 100 % students showed their participation in the teaching treatment using inductive method. In addition, the result of questionnaire in experimental class before the treatment was from 25 students, only 9 students were less motivated and the rest was unmotivated but after applying inductive method, there were 2 students were strongly motivated, 4 students were motivated, 12 students were less motivated, and 7 students were unmotivated. This result captured that their motivation in learning English was getting better. The result of data analysis depicted that $t_{counted}$ value (6.5) was greater than t_{table} (2.012).

It means that Inductive method works well in solving grammar problem.

At the first time, both classes were given pretest. Then, the observation chekclist was only for experimental class because this instrument had a purpose on how inductive method works in the classroom. The questionnaire items were also distributed to experimental class since it aims at measuring students interest in learning English before and after the treatment. After that, the researcher applied treatment to both groups. The experimental class was treated by using nductive method in eight meetings while the control one was taught through conventional teaching.

In experimental class, inductive method is applied to overcome the students grammar problem especially in using suffix –ing since they never worked with clear examples when they learnt about present progressive, present participle, and gerund in their lesson. Also, they did not know how to differentiate the function of suffix –ing and never see the example in context. On the first day, the researcher started the class by greeting the students, checking the attendance list, and telling the instructional objectives. She started the lesson by giving warming up. She asked some questions related to the topic based on the lesson plan. She gave them some examples of verb –ing in affirmative sentence without presenting the pattern of it. Then, the students were stimulated to provide a verb and it was used to create affirmative sentence. After that, she gave exercises related to the topic for the students to see –ing form in the spoof text. In this section, the students could tell slowly what affirmative sentence is, the form, and the pattern of it. On the second and third days, the opening of the learning was the same as the first day. The topic of those days was verb –ing in negative and interrogative forms. The researcher just provided the example of some sentences and position of verb

and asked them to read the spoof text. On those days, the students tried to create three forms of sentence; affirmative, negative, and interrogative sentences. They also realized and concluded the pattern of them. On the next days, the researcher moved to another function of –ing form, that was gerund as a subject and object of a sentence. At the first time, she started the class by asking the students hobby, provided a word, used it in some sentences and presented the examples of sentence. Then, the students contributed more examples for each function of gerund. They also generalized the pattern that underlie them and differentiated the position of gerund functions. On the sixth and seventh days, the researcher talked about suffix –ing as present participle. The examples were presented first related to the use of –ing form in adjective. The students were given a chance to look for another word and wrote a sentence which contained suffix –ing as adjective. In this part, they generalized the pattern and distinguished the use of –ing form as adjective and gerund. Then, she gave narrative text, asked them to read, and did the exercises. In the last meeting, she tried to combine the use of suffix –ing in three parts; verb in present progressive, gerund, and adjective. She provided all examples and asked the students to give more examples of them. They differentiated those three functions and concluded those patterns. Also, they saw the position of –ing form in reading text and they did the exercises. The students in the experimental class were interested, motivated, and enthusiastic than the students in the control class. The students participated actively in the classroom. It could be seen from their way in producing the examples and they more understood when seeing suffix –ing in reading text. Sometimes, they worked the task with their partner. They said that it was quite easier to do the task since they helped and shared each other. Besides, the use of facility also contributed high effect to the treatment procedures in learning English. It covered clear material of sentence construction and some examples of suffix –ing. Also, the researcher introduced them some word classes. The material above was conveyed in the form of videos and power point.

In the control class, the researcher treated the students through conventional teaching for eight meetings. In the implementation, she explained the pattern of the grammar and asked them to do exercises in the book. After that, she asked one of them to write the answer of the exercises on the whiteboard but the answer was false. Other students also did not participate the lesson actively and were not motivated. They said that it was hard to understand if the grammar lesson was introduced deductively. They also did not use reading text to see the use of suffix -ing in context. In addition, they did not have friend to discuss and motivate each other. As a result, no one could answer the exercises correctly and they were not enthusiastic to learn English. It is different from the experimental class, they were serious to join the class and actively involved in the teaching process. Also, They were more motivated and discussed the exercises very well. It means that, inductive method has greater effect to the achievement and students motivation in learning English.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Referring to the findings, the procedure of teaching grammar using inductive method is executed well so that students ability in using suffix –ing is improved. It can be seen from the students score in pretest, posttest, pre-questionnaire and post-questionnaire. After applying inductive method, they are able to differentiate the functions of suffix –ing as present progressive, present participle, and

gerund. They can understand them by looking at examples and they can make relevant examples of them. Also, they are brave to answer the exercises and are enthusiastic in providing more examples. Finally, they understand the rule of that grammar focus. The achievement in experimental class is not significant as in control class but it still implies that the conventional method can be implemented to develop students grammar ability. However, the students in control class are still not motivated and the achievement was little bit improved. It can be depicted from the result of pretest to posttest and questionnaire. Finally, the result shows that the alternative hypothesis (Ha) is accepted and null hypothesis (H_o) is rejected. Also, applying various techniques and using media were better in order to increase students achievement in learning English.

Suggestions

The researcher provided some suggestions for English teachers, students, and school. The teacher should apply inductive method in introducing the grammar lesson to the students, give special attention to practice their language visually and train them to work with task frequently since the national examination covers more grammar point and it is one of the goals to achieve at senior high school. In addition, inductive method requires some variations and takes time that is why the teacher should be wiser in managing the time and more creative in preparing the lesson and teaching aids.Then, the students can obtain easy way to learn and improve their grammar and they have to keep their motivation up in learning English. Also, the school should provide facilities related to media of teaching for the teacher in order to create better understanding and joyful atmosphere in learning English.

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