THE USE OF INDUCTIVE LEARNING METHOD IN TEACHING WRITING SKILL OF NARRATIVE TEXT

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ABSTRACT

A fun method given by teacher is needed, one of fun method is Inductive learning. This research is conducted to describe the use of inductive learning in teaching language features of narrative text and students' perception on the use of inductive learning in learning language features of narrative text. This research used descriptive qualitative method in collecting the data. The subject of this research was 22 students of the nine grade of SMP Kemala Bhayangkari 7 Porong. This research used four instruments which are observation checklist, field note, questionnaire and interview. The findings the use of inductive learning in teaching language features of narrative text were: first, the teacher introduces a narrative text. Second the teacher gives an example about past tense by using inductive learning. Third, the teacher asks students to discuss their opinion from the example. Finally, the teacher asks students to share their opinions. The second findings of students' perceptions is that 88% students answer yes and 12% answer no. It means that this method was successful. Many students feel that they are being happy, understand, active, and unconfused in learning english by using inductive learning method. For teacher, they should have a learning method that can make students active and happy. For students, inductive learning method is very easy and fun which can help to memorize the pattern. For the other researcher, it can be used as a references because the writer believes that inductive learning method can help students in remembering pattern easily.

Keywords : Inductive Learning Method, Writing, Narrative Text, Perception

INTRODUCTION

English becomes an international language and teaches to students as a compulsory subject from elementary to high school. Junior and senior high school students require learn language skills such as reading, listening, writing, speaking and other aspects of language such as pronunciation, grammar, and vocabulary.

Writing is one of skill that needs competent knowledge and careful consideration as students compose words, sentences, and paragraphs while using proper English grammar. It has component namely tenses.There are many tenses that should be learnt by students in junior high school. They are simple present, present continous, future tense, and past tense.

One of the difficult tenses for students is past tense. Therefore students make mistakes when using this tense. In fact, based on the researcher's experience when conducted "English Club" in the Junior High School, the researcher found that there were many students who still got incomprehension in verb two so the researcher chooses past tense. It is in line with Ellis(1997: 15-19) "The theory of error analysis explains that there are several mistakes made by students in learning the simple past tense, including errors in omission, errors in the use of forms (Misinformation) and errors in placement (Misordering)".

Simple past tense is usually used in narrative text. It is a kind of text that is used to entertain the reader. Narrative text usually tells stories about imaginary things. For example a novel, folktale, fairytale, lagend, folklore and etc. To write a narrative text, the writer must pay attention to the language feature of narrative text. Joyce &Feez (2000) also suggest that narrative have some language features as listed. They are: 1) Specific often individual participants with defined identities. 2) Mainly use action verb. 3) Use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling. 4) Normally use past tense. 5) Dialogue often includes and uses a number of saying verb. 6) Descriptive language is used to enhance and develop the story by creating image in the

reader's mind. 7) Can be written in the first person (I, We) or third person (he, she, they).

There are many methods in learning grammar, one of them is inductive learning. According to Gifty (2017) inductive learning is a learner provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. So the researcher using this method, because students can understand the grammatical rules of English based on their experience, know a concept of a material and play an active role in class.

Inductive learning method

The inductive learning method is a learning pattern designed to develop an inductive thinking process. This learning method emphasizes the process of thinking optimally through out students' abilities to find and investigate problems systematically, critically, logically and analytically based on empirical data. According to Gifty (2017) Inductive learning starts with samples and moves on to rules. This is in line with the opinion of (Nunan, 1999; Thornbury, 1999; Shrum & Glisan, 2016) that inductive learning is a method in which students analyze examples in a context (for example text or audio) to discover grammatical rules for themselves. So the teacher gives an example sentence and then the students analyze the sentence.(Güss, 2018; Jean & Simard, 2013) stated that the word "inductive" refers to a method that finds rules through indirect explanation and allows students focus using tenses.

According to Prince and Fleder (2006) there are five steps in learning using inductive approach. The steps are: 1) Students are given with cases, problems, or scenario and etc. 2) Students make a prediction from their background knowledge and relate it with the context of the problem. After that they have to formulate the solution to solve the problem. 3) The teacher can provide students with pictures, and videos in order to help the students in finding

clues to solve the problem. 4) Then, ask the students to do activities such as discussion to help them to review what they have learned and what they need to learn more. 5) Finally, the teacher can show one model of solution or the students are asked to present their finding or their possible solution to solve the problem given.

Writing

Writing is one of four main skills that should be learned in english.Writing is an activity that involves students to express thoughts, ideas and feeling.According to Akhadiat (Ahmad Rofi'udin, 1999: 262) "Writing can be interpreted as an activity of expressing ideas or feelings into linguistic symbols (written language)".Students' writing can create critical thinking and social skills development when making arguments and passing judgment, it helps pupils to think critically. The purpose of writing are multidimensional and can include entertaining, informing, persuading, expressing opinions, exploring ideas, explaining, connecting with people, and instructing and educating.

Language Features

As cited in Eko Prasetyo (2016) Joyce & Feez (2000) also suggest that narrative have some language features. They are : 1) Individual participants. 2) Mainly use action verb. 3) Use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling. 4) Normally use past tense. 5) Dialogue often includes and uses a number of saying verb. 6) Descriptive language is used to enhance and develop the story by creating image in the reader's mind. 7) Can be written in the researcher for the first person (I, We) or third person (he, she, they). The researcher only focuses on simple past tense. It can describe one of sixteen tenses in English grammar. According to Betty (2002) "Simple past tense indicates that on activity or situation began and ended at a particular time in the past" It is in

line with Uchiyama (2016) as cited in Devie and Rohma (2019) The majority of past activities can be expressed using the stated simple past, even those that happened quickly, gradually, or as old habits. It also has similarities withRaymond Murphy (1994: 10) as cited in Angun Wardoyo (2018) said that very often the past simple ends in –ed (regular verbs). But many verbs are irregular. The past simple does not end in –ed. In short, simple past tense is used to tell an activity or situation that happened and ended in the past.

Narrative Text

Narrative text is a kind of text tells about imaginative story. For exanple fable, myth, folktale, folklore, and lagend. As cited in Nandha Amelya et. al (2022) Kane (2000) says that narrative text is a text that presents the events that is truthful with some accident happened. It is in line with Rebecca (2003) A narrative text is one that recounts a sequence of logical, chronologically connected events that are brought about or experienced by factors.

The purpose of this text is entertaining the reader. Anderson (1997) said that narrative text presents a view of the world that informs and entertain the reader. The generic structure of narrative text are orientation, it is interpreted as the beginning of the story. It usually introduces the character, time, and places. Complication, itis a part where the problem faced by the character is raised. Resolution, In this part, resolution is a solution to solve the problem. And the last is reorientation, This part is optional; it could be shown or not. Reorientation is the moral lesson the author wishes to get through to the reader.

Perception

The way of human's think about a certain phenomenon is called perception. It has a crucial role in decision-making because perception can affect how someone interprets information and evaluates their options. Williams (2018) stated that perception is the

process of recognizing and interpreting sensory stimuli. It is in line with Robbins and Judge (2013) as cited in L.A. Rismayanti etall(2021) Perception is the process by people organize and make sense of their sensory experiences in order to comprehend their environment. There are several types of students' perception, they are: 1) Positive perception. 2) Negative perception. 3) Neutral perception. The researcher gives 10 questions questionnaire to collect data for this study, one of which was to find out students' opinion.

RESEARCH METHOD

The study was conducted at SMP Kemala Bhayangkari 7 Porong , located at Jl. Bhayangkari 36-B Porong - Sidoarjo. The researcher choses the subjects from IX-1 grade of junior high school in English class that consists of 22 students. The researcher used qualitative descriptive to get information about The Use of Inductive Learning Method in Teaching Writing Skill of Narrative Text as the purpose of the researcher. According to Moloeng (2011: 6), "Qualitative research is research that aims to understand the phenomenon of what is experienced by the research subject, holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing natural methods for example behavior, perception, motivation, action, and others.

In conducting the research there are some steps that the researcher should do. First, constructed the materials to observe the students in classroom. Second, prepared the instrument and make the schedule to taugh a class using inductive learning. Third, gave material about narrative text. Fourth, fill observation checklist. Fifth distributed the questionnaire to the students. Sixth, made a field note about the teaching and learning process and write it in the book. Seventh, interview some students then collected the data, after that analyzed the result and the last perform the result of the research.

FINDINGS

1. **Data from Observation Checklist**

   The observation's result showed that the teacher did well in practically all aspects. The teacher did all steps of the opening before giving the material. Before going to the main material the teacher gave students a triggering question from the picture. After that, the teacher provided material on language features of narrative text with focus on past tense by using inductive learning method. Then the teacher asked students to discuss and presented the results of their discussion. The teacher gave feedback from the presentation results and finally the teacher and students concluded the learning outcomes today. The teacher ended by giving the lesson plan for the next meeting and motivating the students.

2. **Data from Field Note**

   On Wednesday, 28th February 2024. The researcher went to school to give permission to the principal, then the principal accompanied the researcher to meet the English teacher to discuss the schedule of data collection that would be carried out by the researcher. On Thursday 29th February 2024. It took 2x45 minutes. There were 22 students in IX-1 class with 12 boys and 10 girls. The teaching learning process started at 09.00 a.m and finished at 10.30 a.m.The material for teaching learning process such as LCD, projector, and laptop were prepared by the teacher before the lesson was started. After that, the teacher and reseacher entered the class. The teacher introduced the researcher first. Before the class began, the researcher opened the class with greeting and they gave good response.

   The researcher used two languages, English and Bahasa. After that, the researcher checked the attendance before starting the lesson then did ice breaking. The

students very excited and ready to start the learning activity process. The researcher gave the students an explanation of the narrative text. The researcher presented the information from the power point. After the researcher taught using power point which showed the definition, generic structure, language features, and example from narrative text. The researcher gave students some sentences, they must analyzed this sentence with seatmate then presented it.

When the bell rang, It stated that the English class was going to end at 10.30 a.m. The researcherwent over what the class had covered that day before the students started to break and the researcher took a picture together with the students. After school session ended, the researcher selected 6 students to be interviewed their opinions about the use of inductive learning method in learning language features of narrative text (past tense).

3. **Data from Questionnaire**

The result of this questionnaire is to find out the students' perception on the use of inductive learning in teaching writing skill of narrative text. There were posibble answer options in each questions, they are yes and no. To make the data easier for the reader to understand, the researcher changed the result to a percentage. The researcher used formula based on Arikunto, 2005 as cited in Sekar Wulansari (2019) as follow :

$$\frac{\text{The Sum of The Student's Response of One Question}}{\text{The Number of The Students}} \times 100$$

The percentage of recapitulation student's responses converted into a column chart described in following figure:
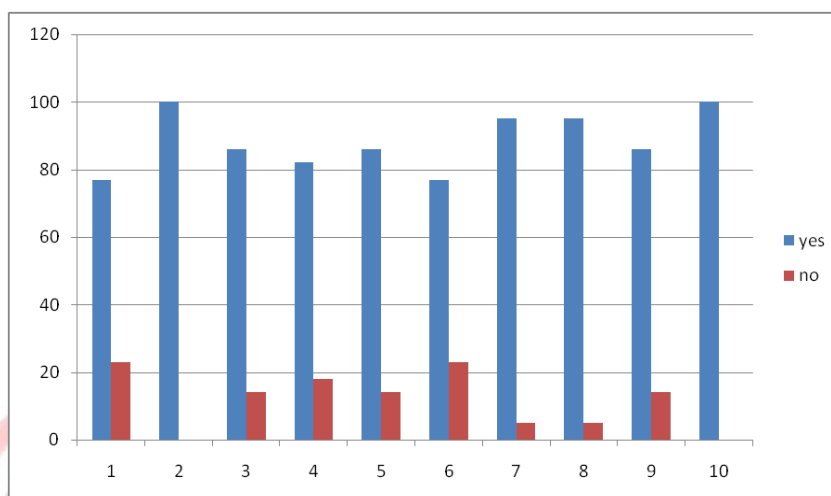
Based on the data display above, it can be concluded that the students agree with the use of inductive learning in teaching writing skill of narrative text can improve their study, increase comprehension, and save students from becoming easily bored.

4. **Data from Interview**

Based on the interview conducted by the researcher, the students had a positive perception of the researcher's inductive learning method for teaching English in the classroom. They were being happy, understand, active, have no difficulty, and not confused in learning grammar.

DISCUSSION

From the result of observation checklist during the use of inductive learning in teaching writing skill of narrative text, it is concluded that the teacher did well in practically all aspects and this method to teach writing was successful. In the pre teaching learning

activities, the teacher a triggering questions from the picture. While teaching, the teacher explained narrative text which include first definition, second generic structure, third language features of narrative text with focus on past tense by using inductive learning. Then the teacher asked students to discuss about an example that has been given by the teacher.and presented the results of their discussion. The teacher gave feedback from the presentation results and finally the teacher and students concluded the learning outcomes today, steps above is related with steps from Prince and Fleder (2006). The students were also more excited in learning english especially in past tense, inductive learning is a good method made students briefer shared and developed ideas each other.

From the result of field note is the reearcher took the data only two days. The first day on Wednesday 28th february 2024, then The researcher went to school to give permission to the principal, then the principal accompanied the researcher to meet the English teacher to discuss the schedule of data collection that would be carried out by the researcher. While on Thursday 29th february 2024 the teacher and researcher entered the class. The researcher did all the activities described in the field note and at the end of the lesson the researcher took a picture together with students. After school session ended the researcher selected six students to be interviewed their opinions about media that the researcher used when teaching language features of narrative text.

From the result of questionnaire is almost all questions get very great responses, although some of them show negative responses. The ” yes” responses were 88%. It means more than 50% of students like studied English using inductive learning. The "no" responses were 12%. It means, under 50% students did not like studying English using inductive learning. It is in line to the findings from previous study by (Anisa, Samsul Amri, Edi Ardan, 2023) that only 1 student, or (3%), who got a very poor in grammar component. It means that

this method was successful, therefore the teacher should use this method to teach grammar.(Nunan, 1999; Thornbury, 1999; Shrum & Glisan, 2016) inductive learning is a method in which students analyze examples in a context (for example text or audio) to discover grammatical rules for themselves.It can increase students' motivation, make them more actively involved, confident and enthusiastic in the learning process of grammar. From the result of interview is the students gave a positive perception. This method is good enough to teach grammar, it is related with brown (2001:364) that inductive learning is a suitable teaching strategy to use in grammar classes, for the following reasons: Through inductive learning student can convey a "feeling" before receiving a teacher's explanation and build students' intrinsic motivation because they are allowed to discover the language rules first. They were being happy, understand, active, have no difficulty, and not confused in learning grammar.

CONCLUSION

Inductive learning was a method which students are not taught the rules directly, but students are allowed to discuss and discover the rules from their own experience. This method solved the problem of incromprehension in grammar especially past tense. Besides, this method makes it easier for students to understand past tense, increase students' enthusiasm for learning, and the students felt that the use of inductive learning was helpful to motivate them in learning grammar.

After analyzing the data from the previous chapter, the use of inductive learning in teaching writing skill of narrative text was good enough and related with the theory that presented in the first chapter. Furthemore, in the classroom, the teacher explained by using this method was comprehendibleand very helpful in teaching language feature of narrative text especially in past tense. Researcher received positive perceptions from students. It can be

concluded that using inductive learning in teaching writing skill of narrative text was well implemented.

SUGGESTION

For the teacher, this research can give a good understanding in learning grammar. English teachers are supposed to do following. First, the teachers should have a learning method that can make students active and happy to followthe teacher's materials, especially in grammar. Second, the teacher should use this method in delivering grammar because it can make easier for students to memorize the pattern. For students are supposed to do following. First, inductive learning method is very easy and fun which can help to memorize the pattern. Second, the students should improve their knowledge, vocabulary and grammar. And last, students must learn English seriously. For the other researcher who want to conduct inductive learning or have similarities with this study, it can be used as a references because the writer believes that inductive learning can help students in remembering pattern easily.

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