

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter discusses the finding and discussion of the research. The research was conducted to answer two questions in statement of the problem.

#### **A. Findings**

In this chapter the researcher described and analyzed all the data collection through observation checklist, field note, questionnaire and interview. This study used questionnaire adopted from Kiki Zesica (2013) and interview adopted from Intan Selly (2022) as data collection. The questionnaire had been distributed to 22 students and interviewed six students. There were 10 questions in questionnaire and 8 questions in interview guidelines. The results of the observation checklist and field note are to find out about processing the use of inductive learning in teaching language features of narrative text and the result of the questionnaire and interviews is to find out about their perception about the use of inductive learning in teaching writing skill of narrative text.

##### **1. Data from Observation Checklist**

For the observation data, the researcher had been observed by the English teacher. The findings can be seen below:

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 (see appendix 2).

## **2. Data from Field Note**

On Wednesday, 28<sup>th</sup> 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.

### **a) Pre – Teaching**

On Thursday 29<sup>th</sup> 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 researcher 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.

**b) Whilst – Teaching**

Researcher : “Assalamu’alaikum Wr. Wb. Good morning students”

Students : “Wa’alaikumsalam Wr. Wb. Good morning Ms”

Researcher : “What do you think about this picture?”



**Figure 4.1 Trigering Question**

Student : “A story about The Hare and The Tortoise”

Researcher : “Good, what kinds of this text? Please discuss with your seatmate”

Student : “Narrative text”

Researcher : “Very good, do you know what is Narrative text?”

Students : “Narrative text is a text tell about animal”

Researcher : “Excellent. So, Narrative text is a imaginative story to entertain people.”

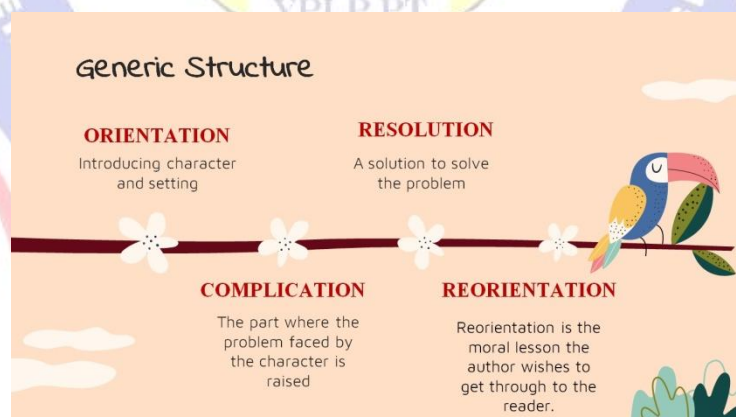


**Figure 4.2 The definition of Narrative Text**

The researcher gave the students an explanation of the narrative text. The researcher presented the information from the power point.

Researcher : “Today, we will learn about narrative text especially one of language features of narrative text that is past tense. Attention please!

Students : “Yes Ms.”

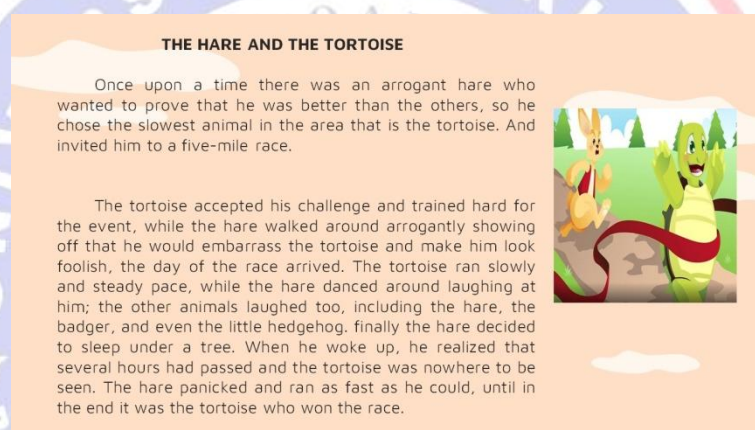


**Figure 4.3 The generic structure of narrative text**



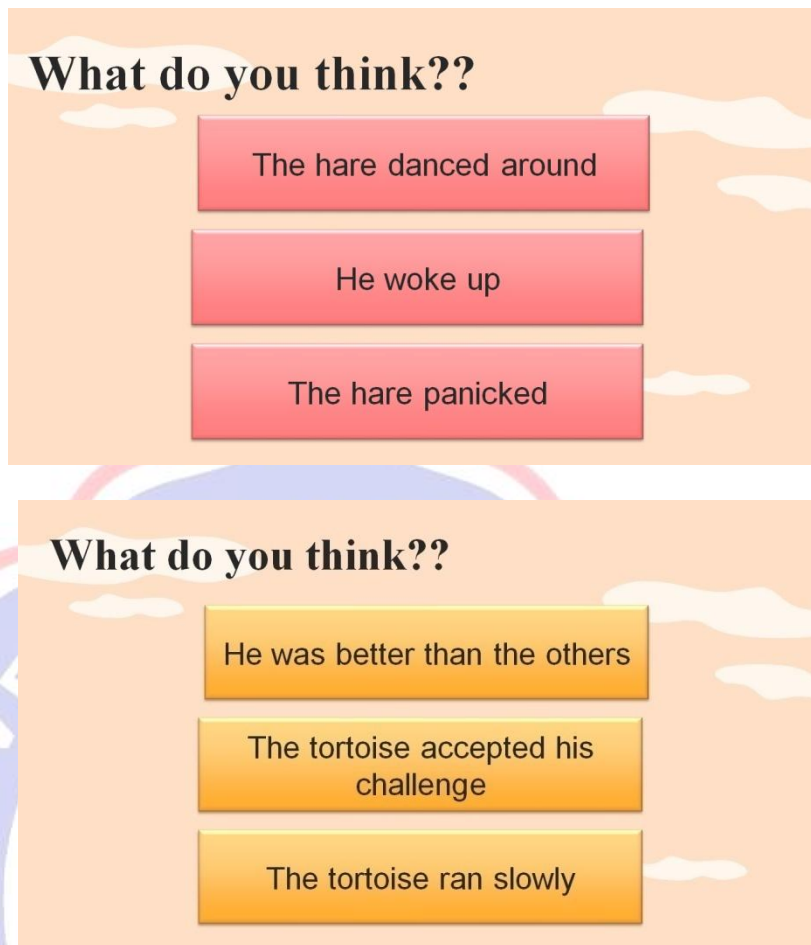


**Figure 4.4 Language features of narrative text**



**Figure 4.5 Example story of narrative text**

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.



**Figure 4.6 Example sentences**

Researcher : “I have some sentences. What tense does the sentences? please analyze these sentences with your seatmate and then present it.”

Student : “How to analyze Ms?”

Researcher : “You can underline each word. I will give an example on the whiteboard. Is there any questions?”

Students : “No Ms”

Researcher : “Alright, let me start then”

The transcript above demonstrated how the students would be taught linguistic elements of narrative texts, specifically in the past tense, by the researcher using the inductive learning method. It seems that the researcher tried to explain the past tense to help the students comprehend the past tense.

### c) Post Teaching

When the bell rang, It stated that the English class was going to end at 10.30 a.m. The researcher went over what the class had covered that day before the students started to break and the researcher took a picture together with the students.

Researcher : “Attention please! Is there any question for today?”

Students : “No Ms”

Researcher : “Ok. I will review the material. Today we have learned about narrative text. Narrative text is a imaginative story to entertain people. We learn past tense by using inductive learning method, it is a learning method in which you are not taught the rules directly, but you are allowed to discuss and discover the rules from your own experience or discussion results.”

Students : “Yes Ms”

Researcher : “Thank you for your attention, See you next meeting. Don’t forget to study about narrative text

at home. Wassalamu'alaikum Wr. Wb”

Students : “Alright Ms, thankyou. Waalaikumsalam Wr. Wb.



**Figure 4.7**The students of IX-1

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).



**Figure 4.8** Student's interview



### 3. Data From Questionnaire

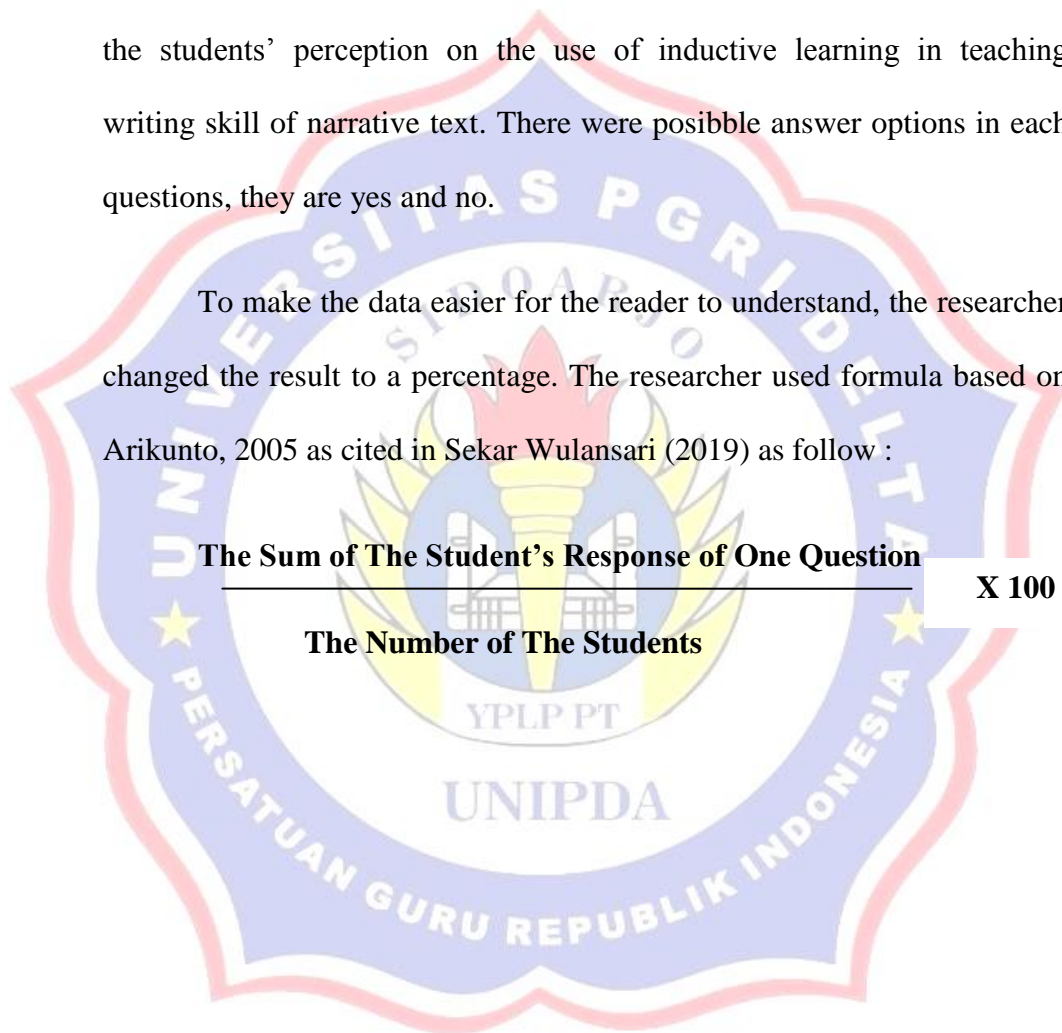
The total number of students that responded to this questionnaire was 22 students from IX-1 class. The researcher distributed the questionnaire and asked the students to fill out the questionnaire by writing their name and class. The result of this questionnaire is to find out the students' perception on the use of inductive learning in teaching writing skill of narrative text. There were possible 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 :

**The Sum of The Student's Response of One Question**

**X 100**

**The Number of The Students**



The result it can be seen on the tabel below:

NO	Questions	Answer	
		Yes	No
1.	First Question	77%	23%
2.	Second Question	100%	0%
3.	Third Question	86%	14%
4.	Fourth Question	82%	18%
5.	Fifth Question	86%	14%
6.	Sixth Question	77%	23%
7.	Seventh Question	95%	5%
8.	Eight Question	95%	5%
9.	Ninth Question	86%	14%
10.	Tenth Question	100%	0%

**Table 4.1 The result of questionnaire**

Presentation of researcher questionnaire results:

1. The first question was “Dalam kegiatan belajar mengajar, guru menjelaskan materi secara berurutan” the students answer yes 77% and no 23%. It can concluded that teacher carry out teaching activities in line with the observation checklist that has been made.
2. The second question was “Guru menggunakan gaya/cara belajar yang mudah dimengerti siswa dalam menyampaikan materi”. 100% all of students answer yes. It means students agree that the learning method used by the teacher is easy to understand
3. The third question was “Gaya/cara mengajar yang digunakan guru membuat saya lebih fokus dalam menyimak materi yang diberikan”, the

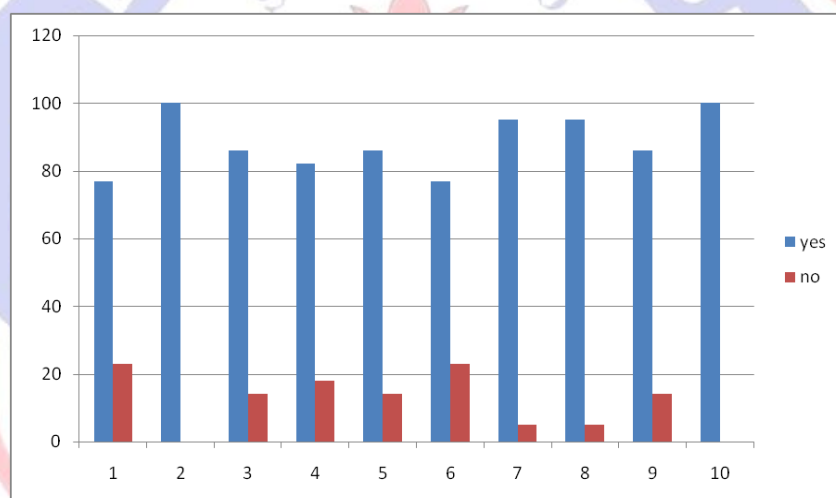
students answer yes 86% and no 14%. It means students agree that inductive learning made students more focused.

4. The fourth question was “Belajar melalui contoh – contoh kalimat dapat meningkatkan minat belajar saya” the students answer yes 82% and no 18%. It means inductive learning has effect of increasing students' interest in learning past tense.
5. The fifth question was “Belajar melalui contoh – contoh kalimat dapat meningkatkan pemahaman saya” the students answer yes 86% and no 14%. It means students agree that inductive learning can increase their understanding. It was because students study the rules from their own experience.
6. The sixth question was “Gaya/cara mengajar yang digunakan guru membuat saya tidak bosan” the students answer yes 77% and no 23%. It means students felt very happy and not boring during learning process.
7. The seventh question was “Gaya/cara mengajar yang digunakan guru membuat pelajaran lebih menarik dan mudah dipahami” the students answer yes 95% and no 5%. It means almost all students felt that inductive learning is so interesting.
8. The eighth question was “Guru menggunakan gaya/cara mengajar sesuai dengan waktu, kondisi kelas dan materi pembelajaran” the students answer yes 95% and no 5%. It means that almost all students enjoy in teaching and learning process.
9. The ninth question was “Materi yang diajarkan guru sesuai dengan

kehidupan sehari – hari” the students answer yes 86% and no 14%. It means students agree that the material is relevant to their daily activities and makes it easier for them to understand.

10. The tenth question was “Guru memberikan pemahaman yang lebih mudah tentang past tense” the students answer yes 100%. It means that students happy and more understand learning past tense by using this method.

The percentage of recapitulation student’s responses converted into a column chart described in following figure:



**Figure 4.9. Column chart of students responses.**

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.

##### a) Being happy in learning English

A happy feeling in learning is necessary to achieve a positive learning process. The interview results show that the inductive learning method used by the researcher creates positive learning relations and situations for students. This can be seen from the following statement:

##### Statement 1

S1 : I think it's **happy** than being told the pattern directly.

##### Statement 2

S2 : : Yes, it's **more fun** and I can say that I understand it faster.

##### Statement 3

S5 : I think **it's make me happy**, because it's like a puzzle.

##### Statement 4

S6 : Yes **it's make me happy**, because I can think deeply



Based on the statement above, students stated that they are happy in learning English when researcher uses examples (inductive learning). It makes students think critically and independently.

b) Being understand the material

The next perception of students is they understand in learning English by using inductive learning. As a teacher we must use techniques or methods that can make students understand the material easily. This can be seen from the following statement:

**Statement 1**

S1 : Yes **I understand**, because I prefer to be given an example first rather than the pattern

**Statement 2**

S2 : Yes, **I understand** more now

**Statement 3**

S2 : Yes, because we are forced to **understand the materials directly.**

Based on the statements above, the researcher can identify that students can understand the material because they are encouraged to think critically. It makes them remember more and easier to understand the material.

Reseracher found in S6 statement that students can understand the material if the teacher explains repeatedly. It can be concluded that almost all students understand, but there is a student who has a different understanding so it must be explained repeatedly.

**Statement 3**

S6 : In the beginning I was confused, but after being given an explanation by the teacher at the end **I understood.**

c) Being active in learning English

The next perception of students is they become more active when learning English by using inductive learning. It is one of the benefits of the inductive learning method. This can be seen from the following statement:

**Statement 1**

S1 : I think yes, because yesterday when the teacher asked the representatives to come forward, **my friend and I were immediately ready to come forward.**

**Statement 2**

S2 : Now there is more progress **to be more active** and better

**Statement 3**

S5 :Yes, **I ask questions when I don't know**

**Statement 4**

S6 :Yes, because the teacher asked us to be critical of an example that had been given and then presented to the class. **That's makes me active.**

Based on the statements above, the researcher concluded that students gave positive perceptions and most stated that they became more active in learning English. it was found in S6 statments that the teacher gave some examples then asked them to analyze then presented it in front of class and other friends responded their opinion. It made them more active in learning english.

d) Have no difficulty in learning English

English is one of the lessons that most students are scared of. They feel that English is very difficult so they don't like English, but by using fun methods students will not have difficulties. This can be seen from the following statements:

**Statement 1**

*S1* :Not difficult, It's easier

**Statement 2**

*S3* :Did not feel any difficulty at all

Researcher found in *S5* and *S6* statement that they have difficulty at first, although with their high activeness and inquisitiveness they want to ask questions so they do not have difficulty in learning English.

**Statement 3**

*S5* :It was a little difficult, but the teacher helped me to understand it.

**Statement 4**

*S6* :At first I did, but I was able to ask questions so I didn't have any difficulties.

e) Become unconfused in learning English

The next students' perception is they become not confused in learning English by using inductive learning. This can be seen from the following statement:

**Statement 1**

*S1* :Not confused at all

**Statement 2**

S2 :No, because the examples given by the teacher are relevant enough.

**Statement 3**

S3 :Not confused

**Statement 4**

S4 :Not confused

**Statement 5**

S5 : I don't think so

**Statement 6**

S6 :No, because the teacher gave a good explanation, so I didn't get confused anymore.

The statement above showed that almost all students had the same perception that they werenot confused studying language features of narrative text (past tense) by using inductive learning, because this method made them think critically.



## **B. Discussions**

The analysis based on the statement of the problem of : the use of inductive learning method in teaching writing skill language features of narrative text and the students' perception on the use of inductive learning method in learning language features of narrative text.

### **1) The use of inductive learning method in teaching writing skill language features of narrative text**

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 whichs 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 researcher took the data only two days. The first day on Wednesday 28<sup>th</sup> 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 29<sup>th</sup> 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.

## **2) Students's perception on the use of inductive learning in learning 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.

