

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Deductive and inductive are two among familiar teaching methods used in teaching process which emphasize on how to derive the learning material. The distinction between these two methods is based on teacher's roles during the class activities (Obeidat & Alomari, 2020). For the teachers, selecting appropriate method will determine the success of teaching and learning process. Implementing proper teaching method provides a guide for the students to learn and further presents effective learning stages for students to have their best way of learning (Rosyda & Saifuddin, 2018). It is implied that students need to follow the learning instructions in which these lead students to learn step by step. It shows a framework of how teaching and learning is conducted regarding some important considerations how the teacher acts and how students learn during classroom activities (Edisherashvili, 2014).

When applying certain teaching method, it will be easier for the teacher to help students cope their learning difficulties, especially understanding the material. It becomes the teacher's responsibility to make students understand the material and more importantly gain learning experience (Afifah, et al., 2021). Bello (cited in Vin-Mbah, 2012;



Munawaroh, 2017) further states that when the teacher applies method in his/her teaching, it determines the success and the failure to achieve the learning objectives. Students' learning difficulties cause their learning failure of attaining learning objectives. In this case, students' learning difficulties are not always about their impairment of cognition but it may also refer to a less effective learning design (Carnine et.al., 2004). Moreover, it is also about the teacher's willingness of how the teacher manages the learning activities and what learning outcome which students will achieve. Therefore, a teacher should consider what methods are appropriate to be implemented in the classroom in order to assist students in achieving learning objectives.

Based on the preliminary study conducted in SMK PGRI 2 Jombang, the English teacher was found often applied certain method by the purpose to solve the students' learning difficulties. In some cases of learning, some students of tenth year got lack of vocabularies. It made them difficult to understand the idea of the text. To be able to solve this problem, the teacher instructed the students to list unfamiliar words from the text. Then, students were assigned to look up their dictionary to find the meaning. The teacher then led them to discuss the vocabularies in different context then the students were allowed to apply the vocabulary based on the text.



From this finding, rather than directly asking the students to read and identify the meaning to get the understanding of the text, the English teacher chose to learn the vocabulary first used in the text. It points out that teacher's selection of appropriate teaching method was under the consideration to solve the students' difficulties. Moreover, less effective learning design refers to the improper design of learning activities. It describes teacher's inability in selecting appropriate teaching method. Arifin (2020) defines that the inability teachers in selecting suitable method to be applied in teaching refers to external factors which affect the students' difficulties. Students tend to rely on their learning effort to their teacher when providing the learning activities which are effective and meaningful. In addition, the learning process also involves various other activities that must be carried out in order to achieve learning objectives in accordance with teacher expectations (Ali, 2007).

Deductive and inductive are the two teaching methods which bring their own advantages in teaching and learning process. Deductive method refers to deductive instruction which involves rule explanation and implies teacher centered approach (Norris & Ortega as cited in Erlaam 2003). The teacher's role is explanation will take more in the classroom while students take less to listen a lot instead of interacting, either with friends or teachers. Meanwhile, inductive method is



a method that begins by bringing up various examples of the material taught, after which it asks students to find answers from examples that have been given by the teacher (Azungah, 2018). In inductive method, students are more active and they are more independent while teacher's role is to motivate and facilitate their learning (Prince & Flerder, 2006).

Deductive or inductive method gives the teacher more options to apply which one is appropriately used based on the needs. In certain condition, teachers are required to select between deductive or inductive. In selecting the method, the teacher needs to consider some aspect. In some cases, different learning material motivates teacher to use different teaching method. Moreover, teacher may also consider the benefits of deductive and inductive which can be utilized to see how well the method suits to the teaching material. Abdukarimova & Zubaydova (2021) define the benefits of the deductive and inductive method for students and teachers. Deductive method can provide an opportunity for the teacher to first discuss some examples first instead of collecting the material to be studied, meanwhile; inductive method provide students to play a lot and active role while in the classroom, so that students can independently and be more motivated during the teaching and learning process in the classroom

In addition, regarding the background of the research above, this research is conducted under the purpose of



identifying as well as describing the types of teaching activities which show the implementation of deductive or inductive teaching method applied by the teacher.

### **1.2 Research Questions**

Regarding the background of the research, the research questions are formulated as follow:

1. What kinds of teaching activities representing deductive and inductive method in teaching English text types?
2. What are the teacher's reasons to select deductive or inductive method in teaching English text types?

### **1.3 Objectives of the Research**

Based on the research questions above, the objectives of the research are;

1. To identify the teaching activities representing deductive and inductive teaching method in teaching English text types.
2. To describe the teachers' reasons of conducting deductive or inductive teaching method in teaching English text types

### **1.4 Significances of the Research**

1. Theoretically

This research is hopefully beneficial for researchers and teachers in broadening their understanding and enriching their



insight and knowledge of implementing deductive and inductive method in teaching English text types as theoretical frameworks or references in future research.

## 2. Practically

Practically, this research is hopefully beneficial for:

### a. Teachers

This research is hopefully can be the basis for teachers' consideration and reflection to the selection of the methods, especially deductive and inductive, in teaching English text types; and it is expected to be beneficial as a guidance in conducting teaching English text types using the methods of deductive and inductive.

### b. Students

This research is expected to assist students in learning English text types with suitable method which also helps them solve the problem in the different contexts. It is also expected that students are able to select the teaching method (deductive in inductive) when learning English text types which the methods are suitable with their learning characters and needs.

### c. Other researchers

This research is hopefully beneficial for other researchers to build their expertise, insight of theoretical framework and as a previous study for further research.



### **1.5 Research Scope and Limitation**

This research focused on identifying teachers' teaching method used between deductive or inductive in English text types which is applied for the students of SMK PGRI 2 Jombang. This research was limited to describe the activities representing deductive and inductive method in teaching English text types done by the teachers and to describe the teachers' purposes of using deductive or inductive method. The teaching activities are also limited to teaching English texts.

### **1.6 Operational Definition of Key Terms**

#### **1. Deductive and inductive method**

Deductive and inductive are teaching method. According to Valijarvi and Tarsoly (2015), deductive method refers to rule-drive teaching in which the teacher introduces and explains the concepts and the rules relating to it. Then, the teacher lets students practice the new concept while inductive is example-driven teaching that the teacher gives students the data and lets them draw their own conclusion from it.

#### **2. Teaching method**

Teaching method refers to methods or tools which are used to create effective learning process (Munawaroh, 2017). Further, teaching method can also be described as



teacher's actions to provide smooth and meaningful learning to achieve learning goals (Djamarah, 2010).

### 3. English text types

English text types refer to various types of text which are different based on the genre of the text. Based on the regulation of Minister of Education No. 27, 2018, there are kinds of text types based on the genre text which should be learnt by the students of Senior High school.

