

Applying inductive method to improve the ability in using suffix-ing of Grade XI Students at MAN 1 Palu

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Abstract: This research aims at describing the inductive method which focuses on the problem of senior high school related to misplacing of functions of suffix -ing either in creating a sentence or comprehending a text. The population of study is the eleventh grade students of MAN 1 PALU, in which the experimental and control group consist of 25 students for each. The method used in this study is quasi-experimental research design-non-equivalent control group design. It is done in eight meetings. The variables of this research are inductive method and ability in using suffix -ing. The samples of this research are students of grade XI IPS 2 and IPS 3, selected through purposive sampling technique. Based on the results of the study, it is proved that applying inductive method has overcome the students' problem. It has affected students' attention, understanding, and achievement. It is found that first, there are 18 students (72%) who are motivated to learn English. Then, $t_{\text{counted}} 6.5$ is higher than $t_{\text{table}} (2.012)$. It means that H_0 is rejected and H_a is accepted. Finally, applying inductive method affects the ability in using suffix -ing of grade XI students at MAN 1 PALU.

Keywords: Applying; Inductive Method, Ability in Using Suffix -ing

Introduction

Grammar contains rules for creating sentences, including an account of the meaning that these sentences convey. Grammar tells 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 it as present progressive, present participle, and gerund since they never gain examples in context.

There are many techniques are implemented to solve the grammar problem and 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. 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 learned. Therefore, the researcher believes that this method can facilitate the English teaching in improving the students' ability in using suffix -ing.

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

Functions of suffix -ing

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 that present progressive describes ongoing activities. 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 at home.
2. She *is not learning* English at home.
3. *Is she learning* English at home?

The first affirmative sentence confirms 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 and 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 and it 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. The second position of suffix -ing to form adjective goes to predicative. The 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. Identifying a gerund in a sentence is difficult since it occupies more than one position. Subject of a sentence can be filled with gerund and it can be put before the auxiliary

the teacher acts as facilitator who offers students guided opportunities to interact each other, instead of dictating them. Therefore, the students do more practices and require more time and effort. Yuen (2009) writes that inductive instruction encourages the learners to work in pair and help each other in discovering the language patterns. It must be beneficial in solving grammar problem and it displaces the role of the students from the passive receiver of information to be the active participants.

Research method

The research design was quasi-experimental non-equivalent control group. It employed an experimental and control groups. 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 classes. The research sample was selected purposively through purposive sampling. The researcher chose XI IPS 2 and XI IPS 3 because the students experienced grammar problem. 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; 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. The questionnaire was given before and after the treatment. The content of questionnaire was related to students' interest in learning English. The test consisted pretest and posttest were given to both classes to measure students achievement of using suffix -ing.

After obtaining data of the test, the researcher accumulated the individual score with simple statistic formula recommended by Arikunto (2010:240) as follows:

$$\Sigma = \frac{x}{N} \times 100$$

Where:

Σ = 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 research hypothesis is accepted or inductive method affected the learners' achievement, while if the t_{counted} value is lower than t_{table} value, it means that the hypothesis 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. 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 after applying inductive method described that from 25 students, there were 18 students were 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.

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. On the first day, the class started by greeting the students, telling the

instructional objectives and 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, created affirmative sentence and saw -ing form in the spoof text. In this section, the students could tell slowly the pattern of affirmative sentences. On the next days, the topic was negative and interrogative forms. The students tried to create three forms of sentence and hypothesized the pattern of them. Then, the researcher moved to another function of suffix -ing; 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 and distinguished the position of gerund. On the following 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 grab a chance to search another word and wrote a sentence which contained suffix -ing as adjective. They generalized the pattern, distinguished the use of -ing form as adjective and gerund, and gave narrative text. In the last meeting, they combined the use of suffix -ing in three parts; verb in present progressive, gerund, and adjective. They differentiated and concluded the pattern. Also, they saw the position of -ing form in reading text. The students in the experimental class were interested, motivated, and enthusiastic. Also, the students participated actively in the classroom.

Conclusions and suggestions

Conclusion

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. After applying inductive method, they can differentiate the functions of suffix -ing. They can understand them by looking at examples and they can make relevant sentences.

Also, they are brave to answer the exercises and are enthusiastic in providing more examples. As the result, 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. Finally, the result shows that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Also, applying various techniques and media were better to increase students' achievement in English learning.

Suggestions

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 national examination covers some grammar points. Additionally, inductive method requires some variations and takes time; therefore, the teacher should be wiser in managing the time and more creative in preparing the lesson.

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