

Inductive Approach Used in Teaching Speaking Skill: A Content Analysis

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Abstract

This study aims to determine the feasibility of implementing an inductive approach in teaching speaking skills. The qualitative descriptive was used in this study by using content analysis. The technique of obtaining data used documentation. The data were analyzed by coding, displaying, and making verification. The data analysis was carried out in depth by using some theories related to the inductive approach in teaching speaking skills. The results of the study indicate the interrelation of the implementation and responses of the students in using inductive approach. The inductive approach is very helpful for students in learning to speak English because it is based on the examples given and they have learnt identifying patterns in English speaking. By seeing the examples, they also learn how to imitate the way how people say in English and they are actively involved in the teaching and learning process. Furthermore, it is suggested that inductive approach can be effectively used in speaking class.

Keywords: *speaking skills; inductive approach; teaching*

Introduction

Teaching English as a foreign language is difficult because the students need to study all aspects of language such as grammar, vocabulary and pronunciation (Arta, 2018). According to Sangbatumis (2017), it is reasonable because there are some problems found out by the English teacher. First, the students have not same goals to learn by the target level in the school. They only want to get good score from the examination. Therefore, not all of the students have motivation to get the ideal target. Second, the students do not always listen to English native speaker in their daily life. They just listen to English at school. So, they are still unfamiliar with English native speaker. It makes the students feel difficult to learn English.

Besides listening skill, speaking has important component in teaching language. At least, there is a person who listen to the spoken language or listener and the person who speech to the spoken language or speaker (Mandasari & Aminatun, 2019). According to Woodrow as cited in Burns & Spiegel (2018), speaking skills is not easy to improve for most foreign language students because it is very 'anxiety-provoking'. It means that foreign language students are frequently challenged with so much anxiety. It can hold them from speaking out. Strong propensity among foreign language students is having imperfect knowledge of grammar, vocabulary, and phonology to be obstructive from their peers (Thornbury, 2012).

Thus, there are so many factors that should be found in the teaching of speaking skill in class. This phenomenon also takes place in the education environment. In Indonesian School, where the curriculum 13 has been unsuccessfully applied, the teaching of English has undertaken so many difficulties, especially how effective teaching speaking skills is conducted. In this research, the writer found out the difficulties on speaking especially in teaching English speaking to make the

improvement for the students. Some students feel that speaking is the most difficult skill.

From those problems, now the teachers are needed to create some approaches which encourage the students' speaking ability. One of the approaches that could be used to teach speaking is using inductive approach (Lafta, 2019). Several the English teachers find out that inductive approach is the way to give new approach to the students in speaking class. The English teachers thought that speaking skill of the students have improvement during implementation of this approach. Inductive approach is one of approaches to teaching languages that starts with examples and asks the students to find rules (Azungah, 2018). The research has found several articles that have successfully used inductive approach in teaching learning in speaking and one of them that has been written by Oktaviani & Yulfi (2018) which the research title is "The Used of Inducive Approach to Improve Students' Speaking in Professional Context at the Second Semester Students of STKIP PGRI Lubuklinggau". The findings of the strategy implementation were analyzed from the research instruments used, observation checklists, field notes, speaking test and interview. There were thirty-four (34) students as the samples of this research. Based on the result, the research succeeds to improve the students' speaking skill for professional context. It means that, inductive approach that has 6 steps, 13 meeting, and 7 topics was success.

The second article has been written by Irawati (2018) which the research title is "Freshmen's Perception on Inductive Approach through PPP (Presentation, Practice, Production) Phase in Their First Speaking Class". The findings of the study reveal that the students' responses to all aspects of learning process get a high response. They are 83,11% for inductive approach, 95,39% for PPP phase, and 100% for speaking activity. As the final, it means that students give a positive response on inductive approach through PPP phase in their first speaking class with the average score of all aspects 92,84%.

The third article has been written by Shemshurenko et al., (2018) which the research tittle is "application of the inductive approach in the process of teaching foreign language". Based on the result, the writer find out that the inductive approach is an active approach through which the learner takes the fullest part in the learning process and it can develop the cognitive abilities of the students.

This can prove that teaching speaking using inductive approach can make the students are easy to understand the meaning, it can make real purpose for language usage, and it gives clear acquaintance. It gives many interesting activities and gives larger chance to practice English more communicatively and closer to real life. Furthermore, this study aims to know the feasibility of implementing an inductive approach used in teaching speaking skill.

Methods

This study aims to know the feasibility of implementing an inductive approach used in teaching speaking skills. It was a content analysis research because the researchers try to know the feasibility of how inductive approach implemented in teaching and learning process particularly on English speaking. It led to the understanding that this research pays great attention to processes and authenticity. Content analysis is considered as the research design on the phenomenon of communication then, by formulating exactly what is being researched and all actions must be based on that objective (Krippendorff, 1991).

Documentation was used to collect the data. There were some articles from the journals were chosen as the source of the data. In this research, the researchers have found related article journals in different skills, such as writing, reading and speaking. Thus, the researchers selected 9 articles of using inductive approach in the teaching of speaking to be analyzed.

The data were analyzed by using coding, displaying, and verification. It claimed that the existence of the data was based on the use of inductive approach in teaching speaking. There were 4 articles selected again based on the previous researchers reports of inductive approach usage in the teaching of speaking. Later, these 4 articles were analyzed further. The researchers analyzed the process of teaching learning speaking through inductive approach, the students' and teacher's problem during teaching learning activity based on the result of the article. After that, the researchers wrote the important new results from these articles by making summarizing to simplify the answers from the the analysis process.

Findings and Discussion

The Use of Inductive Approach in Teaching Speaking

The first article that is entitled Freshmen's Perception on Inductive Approach Through PPP (Presentation, Practice, Production) Phase in Their First Speaking Class by Irawati (2018). She tries to integrate the previous students learning experience that are accustomed to the deductive approach with the inductive approach as the solution by implementing the PPP phase. This model with the phases of presentation, practice, and production is suitable for the lower level students where there is still presentation phase but with no explanation about concept. By incorporating an inductive approach to the PPP model, at the presentation phase the lecturer no longer provides a rule or formula or concept explanation for the student but presents the student many examples showing how the concept is used. It is intentionally applied to get students pay attention on how the concept works through examples. The next phase is certainly more student center where in practice phase students are given a lot of activity but more on drilling through exercises. It ends with a production phase where students' speaking skills are more demanded by giving many activities such as simulation, describing something, role play, interview, etc. It can be concluded as the result of data analysis in this research is freshmen's perception on inductive approach through PPP phase in speaking class. From the freshmen's perception and its explanation, it is obtained information that the student's response to all aspects of learning gets a high response. This means that students give a positive response on inductive approach through PPP phase in their first speaking class.

It is different from the second article entitled the used of inductive approach to improve students' speaking in professional context at the second semester students of STKIP PGRI Lubuklinggau by Oktaviani & Yulfi (2018) which used classroom action research as the research design. The research has been conducted to the students who took speaking class (Speaking for Professional context) especially in second semester. The subject was chosen because of the facts that the students' skill in speaking at this semester had problem in personality factors and lack of vocabulary. After the Inductive approach applied, the result of the students' assessment on the approach applied in speaking for professional context, after the treatment within 13 meetings proved an improvement on their awareness to be good speakers who employs some important strategies. Those include establishing speaking purpose, determining main idea, organizing information, and monitoring their skill. The findings of this present research have shown that the use of Inductive approach in teaching and learning speaking for professional context can solve the second semester students' problem in speaking skill. Those are the final result of the students' involvement in the class activity, the students' speaking test (speech), and the number of the students who gave positive response in structure interview toward the implementing of Inductive approach.

Inductive approach in teaching speaking has also been conducted in experimental research design from the fifth article entitled Improving Students' Communicative Competence through Inductive Method Using Authentic Materials by

Ginaya et al. (2019). They have conducted this study because they have found the students were often confused and forced into silence when they communicate in English. This condition became a problem during the teaching-learning process and may eventually lead to poor communicative competence. So, to overcome these problems, they have applied inductive teaching method, which employs authentic materials in teaching speaking. In this research, it continues with the treatment. There is taking action in 3 learning cycles. There are 15 topics discussed in the semester lecture plan and each topic consists of two weekly meeting sessions. It can be concluded that the implementation of authentic material-based inductive methods towards improving communicative competence of students can create innovative, creative, collaborative, cooperative learning through facilitation of learning that is capable of generating critical thinking, supporting each other (sharing ideas), problem solving skills, the ability to negotiate (negotiating), provide service orientation, and have cognitive rigidity with a high level of critical thinking (high order critical thinking skills or HOTS).

Meanwhile, it is also different from the ninth article journal entitled the effect of the inductive and deductive data-driven learning (DDL) on vocabulary acquisition and retention by Lee and Lin (2019). In this study, the inductive approach is defined as a teaching approach in which learners are asked to infer a rule from examples; the deductive approach is defined as a teaching approach in which learners are asked to apply a rule to provided examples in an exercise. They gave treatment by using the materials were developed for inductive and deductive groups respectively. A tool that enables us to capture participants' screen as a video file was installed in every computer, which allowed us to calculate the average time each group spent on each stage of the intervention. The results have shown that both approaches were equally effective in terms of facilitating the learners' vocabulary acquisition and retention. Furthermore, the inductive and deductive groups have shown similar patterns of the acquisition of target words: their knowledge of words generally moved to a higher level, and seldom stayed at the same level or moved to a lower level. The result that deductive DDL was just as effective as the inductive approach but less time-consuming might suggest that the deductive approach could complement DDL more efficiently when the DDL's inductive nature prevents learners from fully benefiting from its potential advantages.

The Students' Response toward the Use of Inductive Approach Implemented by Teacher in Teaching Speaking

On the first journal with the title Freshmen's Perception on Inductive Approach Through PPP (Presentation, Practice, Production) Phase in Their First Speaking Class write by Irawati (2018) has said about students' responses that they gave a positive response to speaking class which applying inductive approach through PPP phase. The majority of them said that inductive approach is perceived as an interesting way of learning English and all students think that inductive approach is challenging in which they have to construct the concept by them. The processes are writers add heating or elicitation as initial activity. This varies from watching short films; give them a ride or a game; sing a song; and so on, followed up with a presentation, not by presenting a concept or material but by demonstrating language through examples. So this phase consists of two activities, namely introductory activities and introduction to the material.

In practice stage use the concept check stage. The lecturers provide a lot of practice for students to check understanding of concepts. This practice encourages students to actively collaborate and communicate in class to complete exercises. In this phase, the writer inserts consolidation to strengthen the material before students practice it. Consolidation is pre-administered to production to maximize student

speaking results. As said by Tahir & Hanapi (2017) that the repetition of material files will strengthen the material that guides students to respond well in the production phase. The lecturer has implemented the PPP method correctly and correctly, therefore writers get a good response.

On the second journal article with the title the used of inductive approach to improve student's speaking in professional context at the second semester students of STKIP PGRI Lubuklinggau, write by Oktafiani & Yulfi (2018) have said about students response that at least 80% of the students gave positive response toward the application inductive approach in teaching speaking. The students' attitude (opinion) toward the implementation of Inductive approach in teaching speaking was very applicative. The implementation of using Inductive approach to help students of STKIP PGRI Lubuklinggau, especially in speaking for professional context to improve their speaking skill in this research was conducted in one cycle because the result of this cycle achieved the points that had been set in the criteria of success. This cycle was implemented in 13 meetings. There were thirty-four (34) students as the samples of class room action research. Data of the research were taken from their activities in the class and speaking test. There were 30 of 34 students (88.24%) successfully passed the final speaking test. The data had been collected, in the form of speech in different topics.

The implementation of Inductive approach in teaching and learning process used the three phase technique (Pre speaking activities-Whilst speaking activities method and combined with six steps in applying inductive approach. On the third article with the title improving students' communicative competence through inductive method using authentic materials written by Ginaya, et al., (2019) has concluded the students' responses that the students have high interest and motivation to learn to do exercises and communicative activities in each learning cycle. This research was conducted in three cycles. The first cycle was carried out by a study to determine students' initial skills. Knowing the weaknesses in cycle 1 is reflected in the conclusion that students need facilitation during the learning exploration process which can reduce factors that cause less optimal in learning, such as unsustainable safety learning. Therefore, business play and role play are considered in providing action in cycle 2. Learning cycle 2 is carried out in the third week and the topic of discussion is to provide direction on a place and simple Explanation of the Attraction (Simple Explanation of Points of Interest). Basically the steps taken in cycle 2 are the same as in the previous cycle, namely the preparation of learning scenarios begins with facilitating action with business games and role playing in training and communicative activities. After giving action in three learning cycles, the fifth week of posttest (test 2) measuring students' communicative competence was given to both groups, both the experimental group and the control group. The competency test is a speaking test that includes a series of situations in the context of the travel business as questions and reservations, simple descriptions of points of interest, and selling optional tours.

The last article entitled the effect of the inductive and deductive data-driven learning (DDL) on vocabulary acquisition and retention that was written by Lee and Lin (2019) have said that the study consisted of three stages, they are pre-treatment, treatment, and post-treatment. In the pre-treatment stage, a pre-test was conducted to select target words for participants to learn in the treatment. The treatment instruction was delivered to respective groups in three consecutive sections to learn different meanings, grammatical collocates, and noun collocates of target words. The writers get a good response in the study

Based on the articles, in the general conditions, the students still felt that they were interested in the inductive approach in teaching speaking. This can be seen from the result of questionnaire given to students after the implementation of the inductive approach. Previously, students are not confidence to speak up, they were lack of

vocabularies and they were afraid of making mistake in speaking. Most of the students still feel confused. Besides that, students feel bored in participating in learning activities. The students are more confidence to speak up and they get a better score than before. Student responses in receiving learning were also seen, the students were very enthusiastic, active, and creative in teaching and learning process by using inductive approach. Unlike which is taught using conventional methods, students look bored in participating in learning activities. From this explanation, it can be concluded that inductive approach is very effective methods in improving speaking skills.

Discussion

The Use of Inductive Approach in Teaching Speaking

Speaking is the productive skill. According to Brown as cited in Parm (2018) defines that speaking is a productive skill that can be observed directly, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. So, it can be said that speaking ability can be known directly from the students because they must speak up during test or doing activity in teaching speaking. Based on these results, it can be concluded that teaching speaking has become one of the encounters by teachers at school. It is because speaking is a difficult skill to learn as the foreign language by the students because they come from different background. According to Masyhudianti (2018) it is also claims teaching speaking may be a challenge for the teachers, because speaking is treated as a difficult skill in English learning. There are several problems in speaking that found from these articles such the students feel afraid of making mistake to speak up in front of the class, they are lack of vocabularies, they are not confidence and they feel that they cannot speaking well, actually they can do it well.

By implementing inductive approach, it has attracted the students' curiosity to explore the activities that comprises those materials. Because in each activity provide with complete structure, language expression, etc. This could be concluded that the effect of the features on the motivation was good. Through the pictures, they could understand the material easier. Inductive approach was not only device that was used in this research. The students also used picture in each meeting to ensure the students' speaking skill (Oktaviani & Yulfi, 2018). The pictures were the functioned also as the means to recall the information and copy the important things in the materials.

In general, based on these article, it can be said that the inductive approach is defined as a teaching approach in which the learners are asked to infer a rule from examples. It is one of interesting approach to apply during teaching and learning process. It is same with Kiptiyah & Athena (2019) have claimed that inductive approach is an approach which enables to be implemented in teaching process that it is started with giving facts, cases, and example that demonstrate the idea or thought. This approach also provides the information which is not structured in various formats (Kiptiyah & Athena, 2019).

Based on those articles, inductive approach is an effective way that can be used to teach speaking. It gives many contributions to improve students' speaking ability. This statement also has similarities with Shemshurenko (2018), they find out in their study that the inductive approach is an active approach through which the learner takes the fullest part in the learning process and it can develop the cognitive abilities of the students. It can be concluded from these 4 articles that inductive approach can give positive impact for the student during teaching and learning process. The students get significant achievement in speaking skill after implementing inductive approach in teaching process.

To sum up, using inductive approach can attract the students to focus on speaking using English. It has attracted the students' curiosity to explore the activities that comprises those materials. The inductive approach helps the learners to infer a rule from examples. Furthermore, it gives many contributions to improve students' speaking ability.

The Students' Responses toward the Use of Inductive Approach Implemented by Teacher in Teaching Speaking

The 4 articles present that the inductive approach is very effective approach in improving speaking skills. It also has been proven that the writers get excellent responses from students. This can be seen from the significant increase experienced by the students. At the beginning of receiving the inductive approach, the students are enthusiastic because they could learn in a different way than usual. It is lined with Shemshurenko, et al. (2018) inductive approach can encourage the students' interest and imagination. They consider inductive approach on the speaking class is attractive way. It helps them to stay focus on the material and it provides clarity for the difficulty topic to understand.

The students see inductive approach as unique way because it contains interesting activities in teaching speaking which make it easier for students to be confidence to speak up. It is also same with Irawati (2018), she has found out that the students' responses to all aspects of learning process get a high response on inductive approach. The writers also have found that implementing inductive approach such as trained them to become good listeners, know how to speak and pronounce correctly, can give positive encouragement in learning English, and give new way for teachers to teach the students. This response supported by Kiptiyah & Athena (2019) explains inductive approach has benefits for the students, especially it help the students to know and learn about how to summarize, find the main idea, get a new vocabulary and so on. The students give a positive response to speaking class which applying inductive approach. The majority of them have said that inductive approach is perceived as an interesting way of speaking in English and all the students think that inductive approach is challenging in which they have to construct the concept by them (Irawati, 2018). It is that teachers frequently feel it difficult to involve students in the speaking activities (Ulfa, 2019).

Finally, inductive approach has positive respond to the students because it is unique way in helping the students to speaking well. It means that inductive approach in teaching speaking gives the positive respond for the students. It can be effective approach to make the students interested in learning English, especially in speaking due to a common problem that occurs in a speaking class.

Conclusion

Based on those findings and discussion above, the inductive approach is an effective strategy that can be used to teach speaking. It gives many contributions to improve students' speaking ability because students learn mostly from examples given and they have tried to imitate the way how to speak in English well. It can be concluded that inductive approach can give positive impact for the student during teaching and learning process. The students get significant achievement in speaking skill after implementing inductive approach in teaching process.

In teaching and learning process by using inductive approach the students give positive responses towards it. The students were enthusiastic because they can learn in a different way than usual. The students see inductive approach as something unique because it contains interesting methods in teaching speaking which make it easier for students to be confidence to speak up. It is suggested that inductive

approach can be used in teaching speaking. This study has limitation that the analysis is only based on the documents. The future researcher can further investigate the use of inductive approach in the classroom by using the other research design such as experimental research design to know the effective approach for the students. It can also be used for the other skills of English.

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