



Students' perceptions and experiences about the combined inductive-deductive approach in intermediate grammar class

Dalia Abbas Ibrahim Ismail ^{a,1}, Yazid Basthomi ^{a,2,*}, Sari Karmina ^{a,3}

^a Master's Program in ELE, Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia

^b Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia

¹ dalia.abbas.2102218@students.um.ac.id; ² ybasthomi@um.ac.id*; ³ sari.karmina.fs@um.ac.id

* corresponding author

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ABSTRACT

This research study investigates students' perceptions and experiences about using the combined inductive-deductive approach in teaching English grammar in intermediate grammar class. The study employed a mixed methods design to answer the research questions. We used a questionnaire including four aspects according to ARCS Model to answer the first research question through examining the perceptions of 65 university students majoring English. Then five of 65 students were selected to be interviewed to explore their experiences on the combined inductive-deductive approach to answer the second research question. The results of the questionnaire and the interviews reveal that most students prefer the combined approach to teaching English grammar although they have positive perceptions towards the inductive or the deductive approach. The combined approach can provide students with better understanding of grammar and keep them involved and interactive in the learning process. Therefore, this current study suggests that further research should be conducted to investigate the effectiveness of the combined approach in the process of teaching grammar and teachers' perceptions towards such approach.



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1. Introduction

Grammar is necessary for teaching and learning English as a foreign language (EFL) because it provides EFL learners with structures necessary for organizing words and ideas comprehensibly [1], [2]. Alghanmi and Shukri [1] indicate that people can communicate efficiently through using grammar correctly. Although grammar is important in the learning process of English language, grammar teaching has been a debatable issue for a long period of time as the issue of teaching grammar or not has been controversial among scholars and instructors over the past years [3], [4], [5]. This debate has been developed with the passage of time to focus on how to teach grammar best to learners. Among various approaches for teaching grammar, there is no agreement on the most effective approach in teaching grammar [6], [7], [8]. The controversy over how to teach English grammar whether it should be taught explicitly, implicitly, deductively or inductively arises every once in a while. Such debates on how to teach grammar resulted in two main approaches for teaching grammar: deductive and inductive approaches [6], [7], [9]. Some studies reveal that the deductive approach, through which the grammatical rules are explained before being applied, is more effective in teaching grammar than the inductive approach. The findings of the studies conducted by [10], [11] indicate that the deductive approach is more effective in terms of academic success and achievement among students. Besides, the research by [12] reports that the deductive approach has a more positive impact on grammar teaching in general and a more positive effect on students' oral accuracy in particular.

By examining the teachers' beliefs and practices, results show that teachers tend to apply the deductive approach while teaching grammar in their classrooms [13], [14]. Likewise, the pre-service teachers tend to adopt the deductive approach to teach grammar for young learners in online classes [15]. Further, when investigating the students' perceptions and attitudes, most of students prefer the deductive approach to be used in the classroom [10], [16]. However, the deductive approach has the disadvantage of being a teacher-centered approach [17], [18] which affects negatively the students' participation and interaction [16]. On the other hand, other studies indicate that teaching grammar using the inductive approach, through which the students have the opportunity to discover the grammatical structures by themselves, shows more effectiveness than using the deductive approach.

Such studies point out the significant role played by the inductive approach in improving the students' skills and academic achievement in learning grammar as teachers using this approach have to involve students during the learning process and thus increase their interaction in the classroom [4], [17], [18]. Based on studies investigating teachers' perceptions and perspectives, teachers prefer to use the inductive approach during teaching grammar to activate their students' production in the classroom [19], [20]. Likewise, pre-service teachers are in favor of teaching grammar inductively to their students [21], [22]. In addition, teachers implementing the deductive approach have positive perceptions towards using the inductive approach in teaching grammar [23]. Further, Gorat and Prijambodo [24] reveal that the students have positive perceptions towards the inductive approach as they feel satisfied to be taught inductively. Although such studies indicate that teaching grammar inductively is effective, the inductive approach has the disadvantage of being time-consuming for whether students, teachers or both of them [5], [9], [16], [17], [25], [26].

As some studies confirm the effectiveness of the deductive or the inductive approach, other studies reveal that there is no significant difference between the two approaches. No significant difference has been observed between the scores of the students taught inductively and those taught deductively [6], [27]–[29]. Likewise, findings of the study conducted by [30] show that the two approaches are almost equal in terms of effectiveness and efficiency. Further, Nur [7] researches students' perceptions towards the two approaches in teaching grammar. Findings of this study reveal that students show positive perceptions towards both of the two approaches. While some teachers apply one of the two approaches, others apply both of them creatively. Fellah [5] indicates that the combined inductive-deductive approach is an approach which begins with applying inductive instruction and ends with deductive instruction.

This instructional order is adopted because the inductive approach makes students focus on meaning and provides them with the opportunity to infer and understand the rules whereas the deductive approach makes students focus on the form and remember the rules. Widodo [26] believes that combining the two approaches is necessary to have a creative procedure for teaching grammar. Some researchers suggest the use of the combination of both the inductive and deductive approaches in the process of teaching grammar to get the most out of them [7], [25], [28], [30], [31]. The combination of both approaches can also have benefits for teachers, practitioners or faculties who teach grammar to EFL students [6], [32]. Moreover, the teachers' perspectives in the study of [19] show that both the inductive and deductive approach should be presented during teaching grammar. Finally, the findings of the study of [27] reveal that material developers and teachers may take into consideration the integration of the two approaches to ensure variety.

Few researchers have investigated the use of the combination of both the inductive and deductive approaches in the process of teaching grammar. The results of a study carried out by [3] show some success in using the combined approach in promoting learners' autonomy. Studies by [33], [34] indicate improvement in students' performance and achievement when using the combined approach to teach grammar. Conversely, results of a study conducted by [5] have been proved to be statistically insignificant although there is a remarkable improvement in the experimental group taught grammar by the combined method. Considering the lack of research exploring the combined inductive-deductive approach during teaching grammar in general and investigating EFL university students' perceptions and experiences about using this approach in teaching English grammar in particular, the present study intends to fill in this gap in the literature. Therefore, there are two research questions to be answered in this study including; (1) What are the students' perceptions about using the combined inductive-deductive approach in teaching English grammar?; (2) What are the students' experiences on using the combined inductive-deductive approach in teaching English grammar?

2. Method

2.1. Research Design

This study adopted a mixed methods design because neither the quantitative method alone nor the qualitative method alone was enough to answer the research questions. Creswell [35] defines the mixed methods design as procedures used to collect, analyze, and mix quantitative and qualitative methods in a study or studies for a better understanding of the research problem and questions than using either quantitative or qualitative method. Pardede [36] also indicates that mixed methods design is a type of research that mixes or integrates qualitative and quantitative methods in one study to generate a more comprehensive description of the research problem. Such definitions of the mixed methods design are in line with the view presented by [37] illustrating that this design is a combination of both the quantitative and qualitative methods through which each method adds to the understanding of the research problem. We started collecting data quantitatively through a questionnaire to answer the first research question and then continued collecting data quantitatively through interviews to answer the second research question so as to gain more specific and detailed information. Both quantitative data and qualitative data were considered to be significant sources of information in the study. Therefore, the study used the explanatory sequential mixed methods design. This type of mixed methods designs is also called a two phase model as mentioned by [35], [36]. Such type of mixed methods designs collects quantitative data first before collecting qualitative data as qualitative data assist in elaborating or explaining the quantitative results [35], [36].

2.2. Sample

The study is conducted at one of public universities in Java, Indonesia where the subjects of the research were studying Intermediate Grammar in the academic year 2022/2023. The total number of the research subjects was 65 students. Convenience sampling was used to select participants for quantitative data collection. In convenience sampling, participants who are willing and available to be examined are selected to participate in the study [35]. On the other hand, purposive sampling was used to select participants for qualitative data collection. In purposive sampling, selecting the participants depends mainly on the researcher [38] as the researcher identifies certain criteria for participants who are able and willing to provide the required information. In this study, five students were selected to be interviewed according to the information they provided in the questionnaires, their experience, and their willingness to participate in the interviews.

2.3. Research Instrument

The study employed two research instruments to collect the data. First, questionnaire was used in this study as a research instrument for collecting the quantitative data. The study employed a face-to-face questionnaire with close-ended questions through which the students were met in person and asked them to complete the questionnaire. The questionnaire used in the study was adapted from [7], [39]. The questionnaire in Gürsoy's research is in Turkish and was translated into English so as to be used by the researchers. The questionnaire in this study included four aspects according to ARCS Model which were Attention, Relevance, Confidence, and Satisfaction [40]. The questionnaire consisted of two sections; the first section contained general information questions while the second section examined the four aspects. The total items of the questionnaire were 26 items. The questionnaire was presented to the students through Google Form. Then, interviews were used in this study as a research instrument for collecting the qualitative data. We used a semi-structured one-on-one interview to explore the students' experiences. According to [41], a semi-structured interview is a combination of both highly structured and less structured questions to form more open-ended questions. Besides, a one-on-one interview is a process of collecting data used by the researcher to ask questions to one participant only at each time to enable the participants to express their ideas conveniently [35]. The interviews in this study lasted for about 30 minutes and were conducted through Zoom Meeting with five students who were selected to be interviewed according to specific criteria set by the researchers. The interview protocol used in this study was adapted from [42] to include 14 open-ended questions.

2.4. Data Collection Procedure

The first step taken in the process of collecting data was determining subjects and setting. To access the research site and investigate the subjects, we were given all the required permissions. Before starting the process of collecting the quantitative data, the validity and reliability of the questionnaire had been tested. To ensure the validity and reliability of the questionnaire, a pilot study was conducted to 22 students. Students participated in the pilot study were excluded from the

final research subjects. The results of the pilot study were analyzed by using IBM SPSS Statistics 26 Program to check the questionnaire validity and reliability. The questionnaire had high reliability as the obtained alpha score was 0.819 whereas some questions (item 1, 2, 3, 4, 8, 12, 14, 15, 17 and 19) seemed to be invalid as their obtained value was less than the critical value (Pearson's Correlation Coefficient) of 0.423. The invalidity of the questions might be because the questionnaire had been administrated online and at the beginning of the grammar class with little opportunity and time to establish rapport with the students to gain their confidence. After testing validity and reliability, the questionnaire was administrated. The process of administrating the questionnaire started by explaining the purpose of the research, meaning of the questions and way of answering the questions to provide the students with clear and full understanding. In regards to the interviews, the students signed a consent form before being interviewed. As a practice to test the interview questions, two students had been interviewed first. The two students were excluded from the final research subjects. After practicing the interview questions, interviews were conducted for five students.

2.5. Data Analysis

After collecting data from the research subjects, the process of data analysis started. We used mathematical procedures called "statistics" to analyze the quantitative data collected from the questionnaire. The quantitative data of the students' perceptions were analyzed by using descriptive statistics through IBM SPSS Statistics 26 Program. Before analyzing the quantitative data, the data were prepared and organized for analysis. The first step of preparing and organizing the data was scoring. The questionnaire in this research used a four-point Likert scale ranging from 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). Then, the data were transferred from the questionnaire to IBM SPSS Statistics 26 Program so as to show the frequency and the valid percentage of the students' answers. Regarding the process of analyzing the qualitative data, we adopted some procedures. We started the data analysis process by preparing and organizing the data for analysis. The first step of preparing and organizing the data was data transcription through which the recordings were converted into text data [35] to be translated and analyzed. After transcribing and translating the interviews, we hand analyzed the interviews data as these data were small. Next, the data were explored to get an overview of these data. Then, data coding process was conducted which consisted of reading all the transcriptions carefully to jot down some ideas in the margins, dividing the text into segments labeled with codes of a word or a phrase to form broad themes, grouping similar codes and reducing the codes into five themes to be used in representing the results of the qualitative data.

3. Results and Discussion

3.1. Quantitative Data Results

In this section, we elaborate the results of the questionnaire to answer the first research question investigating the students' perceptions. The general information of the research participants is illustrated in Table 1.

Table 1. Participants' General Information

Category	Sub-Category	F
Gender	Male	25
	Female	40
Age	17 years old	2
	18 years old	19
	19 years old	36
	20 years old	8
	1-5 years	18
Years of Studying Grammar	6-10 years	22
	11-15 years	25

As shown in Table 1, the participants consisted of 40 females and 25 males whose age ranging from 17 to 20 years. In regards to years of studying grammar, 25 students had been studying grammar for a period from 11 to 15 years whereas 22 students had been studying grammar for a period from 6 to 10 years and 18 students had been studying grammar for a period from 1 to 5 years. The results of the questionnaire reveal that most respondents have positive perceptions towards using the combined inductive-deductive approach in teaching grammar.

1) Attention Aspect

Attention Aspect is the first aspect in the questionnaire which includes eight items. The results of the first aspect indicate that most of the students agreed to the use of the combined inductive-deductive approach as shown in Table 2.

Table 2. Students' Responses to Attention Aspect

Attention	Valid Percentage			
	SD	D	A	SA
I feel interested if the explanation of the grammar rules is at the end of the lesson.	12.3	24.6	60	3.1
I am interested if the lecturer varies the learning method to include group discussion or pair interaction.	3.1	13.8	50.8	32.3
I actively participate if the lecturer gives activities related to the learning material.	6.2	10.8	66.2	16.9
Too many exercises in the class about the grammatical structures make me bored.	13.8	30.8	35.4	20
I feel excited when the lecturer varies the practices of the grammatical structures.	4.6	9.2	50.8	35.4
Explanation of the grammatical structures is easier if I can use the sentences through exercises.	0	7.7	52.3	40
I can understand easier if the lecturer gives exercises in the beginning of the lesson and explains the rules at the end of the lesson.	18.5	23.1	47.7	10.8
I get burdened if the lecturer asks me to make sentences.	24.6	33.8	33.8	7.7

Most of students' responses indicate that they have positive perceptions towards using the combined inductive-deductive approach in teaching grammar as 63.1% of the students agreed and strongly agreed that they feel interested when receiving the explanation of the grammar rules at the end of the lesson (item 1). Likewise, 58.5% of the students agreed and strongly agreed that they understand easier in case the lecturer provides them with exercises in the beginning of the lesson and explains the rules at the end of the lesson (item 7). Besides, 58.4% of the students disagreed and strongly disagreed that they become burdened when the lecturer asks them to make their own sentences (item 8). In regards to the activities and variation of the learning methods and practices, majority of the students showed their high level of agreement as 83.1% of the students agreed and strongly agreed that they participate effectively when the lecturer provides them with related activities (item 3), 86.2% of the students agreed and strongly agreed that they feel excited when grammatical structures are presented through various practices (item 5) and 83.1% of the students agreed and strongly agreed that they are interested in case the lecturer uses various learning methods (item 2). In addition, 92.3% of the students agreed and strongly agreed that they consider that explanation of the grammatical structures is easier in case they are able to use the sentences through exercises (item 6). On the other hand, 55.4% of the students reported that they feel bored when there are many grammatical structures exercises in the class (item 4).

2) Relevance Aspect

Relevance Aspect is the second aspect in the questionnaire which includes seven items. The results of the second aspect indicate that most of the students agreed to the use of the combined inductive-deductive approach although they have positive perceptions towards the deductive approach only as shown in Table 3. In accordance with the students' responses, most of the students have positive perceptions towards the combined approach as 93.9% of them are pleased when the lecturer starts the grammar class with brief revision of what has been learned in the previous meeting (item 9), 95.4% of the students become satisfied when they understand the rule after doing the exercises (item 14) as well as 69.2% of them agreed and strongly agreed that they are pleased when the lecturer gives them many examples and exercises before explaining the grammar rules (item 15). Further, 76.9% of the students are pleased to make their own sentences (item 11) and all the students (33.8% agreed and 66.2 strongly agreed) are satisfied when they can make correct and good sentences by using the grammatical rules (item 13). However, 81.6% of them preferred to have the unknown structures listed before reading a reading passage (item 10) and this seems to be more deductively. Besides, 78.4% of the students agreed and strongly agreed that they feel anxious when the lecturer asks many questions while presenting the grammatical structures (item 12).

Table 3. Students' Responses to Relevance Aspect

Relevance	Valid Percentage			
	SD	D	A	SA
I am pleased if the lecturer begins the class by reviewing briefly what has been learned in the previous meeting.	0	6.2	46.2	47.7

Relevance	Valid Percentage			
	SD	D	A	SA
Before I start reading a reading passage, I prefer that the lecturer list the unknown structures in the passage.	1.5	16.9	63.1	18.5
I am pleased to make my own sentences.	3.1	20	61.5	15.4
I feel anxious if the lecturer asks many questions during the presentation of the grammatical structures.	9.2	12.3	49.2	29.2
I feel satisfied if I can use the grammar rules to make correct and good sentences.	0	0	33.8	66.2
I feel satisfied if I can understand the rule after doing the exercises.	1.5	3.1	30.8	64.6
I am pleased if the lecturer gives many examples and exercises before explaining the grammar rules.	6.2	24.6	36.9	32.3

3) Confidence Aspect

Confidence Aspect is the third aspect in the questionnaire which includes six items. The results of the third aspect illustrate that the students have positive perceptions towards the use of the combined inductive-deductive approach although they have positive perceptions towards either the inductive approach only or the deductive approach only as shown in [Table 4](#).

Table 4. Students' Responses to Confidence Aspect

Confidence	Valid Percentage			
	SD	D	A	SA
If the lecturer gives exercises in the beginning of the lesson, I am confident to be able to discover the grammar rules at the end of the lesson.	10.8	38.5	44.6	6.2
I can only understand a sentence when I know the grammar rules of that sentence.	24.6	24.6	29.2	21.5
After learning the grammar rules, I am confident to do any exercise using these rules.	6.2	10.8	56.9	26.2
I can only use the grammar rules in communication if I use them in written exercises.	4.6	41.5	47.7	6.2
I can improve the use of grammatical structures through constant practices.	3.1	10.8	56.9	29.2
It is difficult to understand many terms in the lecturer's explanation about the grammar rules.	13.8	32.3	43.1	10.8

Only 50.8% of the students reported their confidence in discovering the grammar rules at the end of the lesson if they are given exercises in the beginning of the lesson (item 16) and 53.9% of them found it difficult to understand many grammatical terms during explanation (item 21). Further, 86.1% of the students believed that their constant practices can improve the use of grammatical structures (item 20) and 83.1% of them showed their confidence in doing any exercise using the grammar rules after learning these rules (item 18) whereas 53.9% of them can only use the grammar rules in communication in case of using them in written exercises which seems to be more inductively (item 19) and 50.7% of them can only understand a sentence when they know the grammar rules of that sentence which seems to be more deductively (item 17).

4) Satisfaction Aspect

Satisfaction Aspect is the fourth aspect in the questionnaire which includes five items. The results of the fourth aspect reveal that most of students agreed and strongly agreed to the use of the combined inductive-deductive approach although they have positive perceptions towards either the inductive approach only or the deductive approach only as shown in [Table 5](#). The majority of the students' responses showed their positive perceptions towards the use of the combined inductive-deductive approach in regards to satisfaction as 93.8% of the students are satisfied when they can discover the grammar rules before being explained by the lecturer (item 22), 87.7% of them are satisfied with the given exercises during the grammar lessons (item 23) and 84.6% of them feel satisfied when they express their opinion on the given examples (item 26). On the other hand, about half of the students (50.8%) agreed and strongly agreed that they can only understand the grammar rules if they are given the opportunity to make their own sentences which seems to be more inductively (item 25). Further, most of the students (95.4%) feel more comfortable when they know all the grammar rules in English materials and activities and this seems to be more deductively (item 24). The obtained results reveal that most students prefer the combined inductive-deductive approach in teaching English grammar as they expressed their interest and pleasure to have

examples at the beginning of the lesson before having the rules explained at the end of the lesson. Likewise, about half of the students revealed their confidence in their ability to discover the rules after being provided with examples and the majority of the students reported their satisfaction when they discover the rules before being explained. According to their responses, it is obvious that most of the students considered that explaining rules, knowing grammatical structures and practicing constantly have a significant role in learning grammar and this shows that they tend more to the deductive approach in these regards. Conversely, there is a fact that should not be ignored that many students are aware of the importance of making their own sentences as well as the significance of using the rules in written exercises to be able to use them in communication and this shows that they tend more to the inductive approach in these regards. Therefore, the students realize that both the deductive and inductive approaches are of almost equal importance for learning grammar.

Table 5. Students' Responses to Satisfaction Aspect

Satisfaction	SD	Valid Percentage		
		D	A	SA
Discovering the grammar rules before being explained by the lecturer makes me satisfied in learning.	4.6	1.5	60	33.8
During the grammar lessons, I am satisfied with given exercises.	4.6	7.7	66.2	21.5
I feel more comfortable when I know all the grammar rules in English materials and activities.	1.5	3.1	58.5	36.9
I can only understand the grammar rules if the lecturer gives me the opportunity to make my own sentences.	10.8	38.5	44.6	6.2
I feel satisfied if I can give my opinion in regard to examples given.	1.5	13.8	56.9	27.7

3.2 Qualitative Data Results

In this section, we elaborated the results of the interviews to answer the second research question investigating the students' experiences about using the combined inductive-deductive approach in teaching English grammar. Five students (three males and two females) were interviewed. In this research study, they are called Student A, Student B, Student C, Student D and Student E. The results of the interviews are presented under the following subheadings.

1) Importance of Learning Grammar:

This part displays the students' opinions on learning grammar in general as well as learning grammatical rules and grammatical terminology in particular based on the experience they gained through studying grammar for years. Student A, Student B, Student D and Student E had been studying grammar since elementary school whereas Student C started studying grammar formally in university after touching on grammar during senior high school although she had been studying English since elementary school. Student A, Student B, Student C and Student D emphasized the importance of grammar while learning English as a foreign language to ensure effective communication. Student A thought that language becomes organized and more meaningful because of grammar as he said, *"the point is that what we convey becomes more effective and easier to be interpreted because the sentences are complete and organized."* Student D, also, believed that more grammar understanding or mastering enables easier communication. Student C had realized the importance of grammar after joining university as she reported, *"However, when I got into grammar, at university to be exact, I realized that without using proper grammar, our sentences would be unclear and, therefore, inefficient."* However, Student E had a different point of view in regards to that the importance of grammar as he explained that it depends on the formality of the context stating, *"If the context is formal, then surely grammar is very important ... But, if it is an informal setting, grammar becomes optional because what matters is the content."*

Regarding the language skill for which teaching grammar is helpful, Student B, Student D and Student E mentioned that grammar is important for speaking and writing skills. Student E explained the reason according to his point of view by saying, *"when we talk, we produce. The same thing with writing, so we need to pay attention to grammar."* However, Student A and Student C had different opinions as Student A expressed that grammar plays a vital role in writing and reading skills to ensure writing and interpreting effective sentences while Student C indicated that grammar is the basic foundation for mastering the four language skills. After that, the students' opinions on learning grammatical rules and grammatical terminology were examined. With respect to learning grammatical rules, all the students emphasized the significance of learning grammatical rules.

Student A, Student C and Student E illustrated that learning grammatical rules is essential for their academic study as students majoring in English language whereas Student B and Student D considered that learning grammatical rules is important for communicating effectively. When it comes to grammatical terminology, all the students stated that grammatical terminology is useful to be learned but difficult at the same time except Student E who described how grammatical terminology is useful to determine the parts of speech.

2) *Transferring Grammatical Knowledge into Natural Discussion:*

Student A and Student B found it quite difficult to transfer their grammatical knowledge into a natural discussion with others because they do not master grammar as Student A reported, *“there are still many things that I haven't learned and there are still many things that I still don't understand in grammar”* whereas Student E found it very difficult to use his grammatical knowledge in a natural discussion because there is no opportunity to correct grammatical errors during conversations as he described, *“if there are grammatical errors in writing, we can revise them ... but if we speak, like in a conversation, with others ... whatever we say, we can't play it back or undo it.”* Conversely, Student C stated that she does not face any struggle to use correct grammar in natural conversations after learning grammar meanwhile Student D mentioned that discussions occur naturally as grammatical rules are embedded in her mind.

3) *Ways and Activities Used During Teaching Grammar:*

This part demonstrates the students' experience on the ways and activities used during teaching grammar. When the students were asked about the possibility of teaching grammar through using more than one way or method during the same lesson, all the students indicated that it is possible to teach grammar using more than one way or method. Student A, Student B and Student E reported their experiences on this regard especially the use of the combined approach. Student A started to speak about such experience and how he had felt when the lecturers used the combined approach saying, *“It was difficult at first because I wasn't used to it. I feel confused about what should I do. But over time I got comfortable with such a system”* whereas Student B mentioned method used by the lecturer according to his experience saying, *“My lecturers sometimes use inductive method, deductive method and also mixed method when teaching grammar”* and Student E indicated his opinion on using the combined approach clarifying,

Well. I think it's doable. If we refer to the holy Quran, some surahs in the Quran begin with words, with questions ... I think the readers would comprehend with examples or questions like that, or I could say those could stimulate the brain to think further.

On the other hand, Student C and Student D illustrated why it is possible to teach grammar using more than one way in the same lesson. Student C believed that teachers can choose more than one method according to the materials discussed in the class. In addition, Student D thought that students can understand grammar easily if it is taught using more than one way especially the combined method saying, *“So, I think if you use more than two methods, especially if they are combined, it would be easier for the students or whoever is learning to understand.”*

Concerning the activities used while teaching grammar, each student had different experience. Student A reported that he had experienced more activities in university than in school as grammar was taught deductively in school. Then he continued his speech to mention examples of used activities including writing an essay and watching a video of short conversation. Student B had experienced activities such as quizzes, word or vocabulary guessing games and assignments to make a presentation on a certain rule whereas Student D had experienced only doing and discussing exercises accompanied by games. For Student E, he had never experienced activities while learning grammar as he had been taught grammar deductively even in university as he stated, *“We sit down, listen to the lecturer's or the teacher's explanation, and then we ask some questions. So, as far as I remember, there has never been a game or like that.”* Likewise, Student C illustrated that she was usually taught grammar deductively but sometimes there is group discussion.

As a part of activities used during teaching grammar, we examined the students' feelings when participating in group discussion. Student A reported that not being used to this way of teaching grammar made his participation less active saying, *“My friends and I are sometimes less active in discussions because of lack experience on being taught like that.”* Student B and Student C shed light on the idea of sharing information and skills during group discussion as Student B described, *“we can share what we know, so we are more confident ... we can share what we understand and what we know with our friends and they will also share what they understand with us”* and Student

C stated, "each student has grammar skill which differs from that of others. When these different grammar skills merge, they will complete each other and students will fill each other's gaps and have better results." For Student D, she expressed her happiness to help her classmates in understanding grammar during group discussion. Student E mentioned that his active or passive participation in group discussion depended on the topic of discussion clarifying,

It depends on the topic actually. If I master the topic, I can actively participate and share with the team members in a group discussion. But, if my mastery of the topic is low, I would just passively listen and analyze the discussion while increasing my knowledge through the other members.

When it comes to the best way of teaching grammar based on the students' experience, all the students except Student C indicated that the combined approach is the best way of teaching grammar. Student A and Student B provided reasons for preferring the combined approach as Student A explained, "we are given a challenge or an opportunity to discover and learn on our own. Because it can make us understand more and be more involved in the lesson" meanwhile Student B reported, "the best method is a combination because everyone's way of understanding is different." Although Student D stated that the combined approach is the best way to achieve better understanding, she prefers the inductive approach because it is more interactive. On the other hand, Student C prefers the deductive approach saying,

I personally prefer when the teacher gives grammar rules and examples and then discuss them with the students. Then the students make their own examples and then discuss them in a group discussion to complement the lack of understanding of grammar rules among students. That's my favorite way of teaching. Lastly, the teacher ends the class with more explanation.

4) Experience on Learning Grammar:

This part displays the students' experiences on learning grammar including the ways that they have been taught grammar previously, how these ways affect their grammatical ability, and how they feel when they discover the grammatical rules before being explained. We investigated first the ways of teaching grammar that the students had experienced. Student A mentioned that he had been taught grammar deductively till the third grade of high school when the teacher started to use the inductive approach. He continued his speech to emphasize that he preferred the inductive approach although it has disadvantages saying, "Because there are times when we are directly involved in the learning process to find grammatical rules ... But based on my experience, it takes a lot of time and can be confusing sometimes too." For Student B, he declared that the teachers and lecturers sometimes used the deductive approach only, inductive approach only, or both of them while Student D indicated that she had been taught by many teachers and that they mostly used the combined approach. Student C indicated that the teacher used the combined approach during high school whereas some lecturers used the combined approach and others used the deductive approach during her study in university. Conversely, Student E illustrated that the grammar teaching approach used during junior and high schools was the deductive approach meanwhile the combined approach was used during studying in university.

Then we continued to shed light on the effect of such ways on the students' grammatical ability. Student A mentioned that his grammatical ability had been improved since joining university as the method used in university is much more effective than that the deductive one used in junior and high school saying,

May be my grammatical ability when studying grammar in both junior and high school was not as good as it is now because in the past, I was rarely involved in the learning process ... However, when joined university, we are encouraged to really use grammar.

Conversely, Student C reported the deductive approach used by her lecturers in university helped her to improve her grammatical ability through which they explained the rules and then present examples. Similarly, Student B believed that the deductive approach had improved his grammatical ability whereas the inductive approach used in university made him lazy because of lack of encouragement saying, "I feel that the lecturer doesn't contribute much to us. So, I think the inductive method is a less suitable for me." For Student D, she indicated that the combined approach used in school and university had a positive effect on her grammatical ability illustrating,

I think it affects me positively because I'm a person who gets bored easily when I learn only through using one way or method. So, I like the combined method where the lecturer is open-minded as well as open to new ways that are easy and funny.

Likewise, Student E illustrated that the effect of the combined approach used in university was better than that of the deductive approach used in school although he studied the same rules clarifying,

So it's like repeating what's being taught in senior high school. The difference is that in senior high school, the method was deductive ... I didn't really comprehend the structure and didn't really understand it until I joined university as I was told what the errors were. So yeah ... I could understand better about whether a sentence is correct or incorrect.

After that, we tried to examine the students' feeling when they discover the rules themselves before being explained. When the students were asked if they had ever experienced discovering the grammatical rules, only three students had undergone such experience. Student A described this experience and expressed his feeling saying,

Recently, when I was learning passive voice, the lecturer gave examples and small games about passive voice. When discussing with my friends, I discovered the grammatical rule of passive voice. Then, when the lecturer explained, our guess was right and it was really good. So until now, I really understand the passive voice explained by the lecturer.

For Student B, discovering grammatical rules made him feel definitely confident. However, when Student D discovered the grammatical rule, she became happy but neither feels good nor bad.

5) Improving Grammar through Practice:

This part includes the students' experiences on improving their grammar through practice. Student A and Student E mentioned that they improved their grammar through practicing inside the class. Student A declared that he had the opportunity to apply grammar when joined the university. He continued to describe this experience stating,

Sometimes it was difficult for me to apply grammar because I was taught in school to focus more on the teacher. However, in the middle of the first semester, we are used to being taught through games and other interesting media. Through that way, I can be more comfortable and confident in applying grammar in writing or speaking. So far, I feel really improved my ability in English both actively and passively.

Similarly, Student E reported that it is hard to practice grammar as he uses English in university. He elaborated:

For practice, I do it more often in the classroom; my practice is more intense in the classroom. Seeing some of my classmates speak English encourages me to speak English as well. I pay attention to their grammar too. It motivates me to respond or speak in English with correct grammar with them. So, in short, I practice mostly with my classmates.

Conversely, Student B, Student C and Student D try to improve their grammar through practicing outside the class. Student C improves her grammar through participating actively in a speech competition every year since 2019 saying,

I still keep all my speech scripts in case I will participate in the competition in the next year. With my current grammar skills, looking at my old speech scripts makes me laugh because I find that my used grammar is a mess. However, as time goes, I learn from my mistakes and I can see my progress.

For Student D, she indicated that she learned grammar through playing games like quizzes. She clarifies that mistakes were shown while playing quizzes and this enabled her to understand.

The previous results of the qualitative data show that most of the students emphasized the importance of learning grammar whereas all the students agreed on the importance of learning grammatical rules and grammatical terminology. Additionally, all the students indicated that it is possible to teach grammar using more than one way or method and this reveals the students' need for variety of approaches during learning grammar instead of being limited to one approach only. This can be achieved through the use of a combination of the deductive and inductive approaches in teaching grammar. Further, only Student C thought that the deductive approach is the best way of teaching grammar. On the other hand, the rest of students participated in this research study believed the combined inductive-deductive approach is the best way of teaching grammar.

They had been taught grammar for years through various approaches especially the combined approach. Therefore, they showed their interest in various learning methods, activities and practices to ensure their active participation in the learning process. The reason for selecting the combined approach as the best way for teaching grammar may be because of their previous grammar learning experience as they had experienced traditional approaches and realized their disadvantages and how such approaches affected their grammatical ability. Accordingly, we strongly suggest the use of the combined approach during teaching grammar as some researchers have also suggested the use of the combination of both the inductive and deductive approaches in the process of teaching grammar to get the most out of them [7], [25], [28], [30], [31].

4. Conclusion

The objective of this research study was to investigate the students' perceptions and experience about the use of the combined inductive-deductive approach during teaching English grammar. The findings indicate that most students prefer the combined inductive-deductive approach in teaching English grammar although they have positive perceptions towards either the inductive approach or the deductive approach. The students acknowledged that both the deductive and inductive approaches are of almost equal importance for learning grammar. Likewise, the current study found that most students were able to recognize the advantages of the combined approach. They believed that the combined approach is the best way of teaching grammar. The students perceived that the combined approach increases understanding, interaction and involvement in the lesson. Therefore, the researchers suggest that further research should be conducted to investigate the effectiveness of the combined approach in the process of teaching grammar as well as teachers' perceptions towards such approach.

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