

## Exploring Teacher's Use of Deductive and Inductive Methods and The Teaching of English Text Types

Muhammad Saifuddin<sup>1</sup>, Charisma Rahayu<sup>2</sup>

<sup>1,2</sup>English Language Education Department, Universitas Pesantren Tinggi Darul Ulum Jombang

<sup>1</sup>[muhammadsaifuddin@fbs.unipdu.ac.id](mailto:muhammadsaifuddin@fbs.unipdu.ac.id), <sup>2</sup>[charismarahayu09@gmail.com](mailto:charismarahayu09@gmail.com)

**Abstract:** Deductive and Inductive method are two common teaching method applied by teachers. Both of the methods provide advantages to teachers to their teaching process. However, each of them also present different principles of the implementation. In that case, this research was carried out to figure out the teacher's teaching activities representing the principles of implementing deductive and inductive method as well as to figure out the teacher's reasons of selection the teaching methods (deductive or inductive method) in context of teaching English text types. To obtain the data to answer the research questions, a case study approach was used. The instruments used were observation and interview while the participant of this study was the English teacher of one of vocational school in Jombang having 10 years experiences. The findings of the research showed that the teacher applied different method for different class as it appeared in teacher's selection of the activities representing the principles of teaching methods. The teacher selected to apply deductive method in which the activities presented the general rule – example – practice. Meanwhile, in inductive teaching method, the activities covered example – practice – general rule. In addition, it was also revealed that the teacher considered students' level of interaction, text type, vocabulary usage as the reasons of selection between deductive or inductive method. At last, deductive and inductive method were said to be effective and appropriate teaching method which provided students to learn deductively and inductively as long as the teacher choose the method appropriately based on some considerations; interaction level, text type, and vocabulary usage. These research results contribute significantly to the teachers who often find difficulties which way best to apply when teaching English text types since they present different genre of text and the language use. Thus, this research results present the practical ways as high consideration to those teachers who are willing to undergo the methods whether it is deductive or inductive teaching method.

**Keywords:** Deductive method; Inductive method; English text type

**Abstrak:** Metode deduktif dan induktif adalah dua metode pengajaran yang umum diterapkan oleh guru. Kedua metode tersebut memberikan keuntungan bagi guru untuk proses pengajaran mereka. Namun, masing-masing dari mereka juga menyajikan prinsip implementasi yang berbeda. Dalam hal ini, penelitian ini dilakukan untuk mengetahui kegiatan mengajar guru yang mewakili prinsip-prinsip penerapan metode deduktif dan induktif serta untuk mengetahui alasan guru memilih metode pengajaran (metode deduktif atau induktif) dalam konteks pengajaran jenis teks bahasa Inggris. Untuk memperoleh data jawaban pertanyaan penelitian, digunakan desain penelitian kualitatif. Instrumen yang digunakan adalah observasi dan wawancara sedangkan peserta penelitian ini adalah guru bahasa Inggris SMK PGRI 2 Jombang yang memiliki pengalaman 10 tahun. Hasil penelitian menunjukkan bahwa kegiatan yang dilakukan oleh guru mewakili prinsip-prinsip metode deduktif. Mereka membahas aturan umum – contoh – praktik. Sedangkan pada metode pengajaran induktif, kegiatannya meliputi contoh – praktek – aturan umum. Selain itu, terungkap juga bahwa guru mempertimbangkan tingkat interaksi siswa, jenis teks, penggunaan kosakata sebagai alasan memilih antara metode deduktif atau induktif. Akhirnya, metode deduktif dan induktif adalah metode pengajaran yang efektif dan tepat yang memberikan siswa untuk belajar secara deduktif dan induktif selama guru dapat memilih metode yang sesuai berdasarkan beberapa pertimbangan, yakni Tingkat interaksi, jenis teks, dan penggunaan kosa-kata dalam teks. Hasil studi memberikan kontribusi yang signifikan kepada guru yang masih sering menemukan permasalahan cara terbaik ketika melakukan pembelajaran teks bahasa Inggris selama teks tersebut adalah teks yang berbasiskan genre yang berbeda dan sekaligus menampilkan bahasa yang berbeda pula. Hasil studi ini menunjukkan cara praktis dengan memberikan pertimbangan yang sesuai kepada guru yang melakukan pembelajaran bahasa Inggris dengan menentukan apakah menggunakan metode deduktif atau induktif.

**Kata kunci:** Metode deduktif, Metode induktif, Teks bahasa Inggris

## INTRODUCTION

Deductive and inductive teaching methods 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.

Teacher's selection of appropriate teaching method becomes main consideration to solve the students' difficulties. However, 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). 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. Abdugarimova & 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 firstly discuss some examples instead of collecting the material to be studied, meanwhile; inductive method provides 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 was conducted under the purpose of identifying the teaching method between deductive and inductive method, describing their implementation as well as describing the teacher's reasons of selecting deductive or inductive teaching method in classroom activities. These research findings significantly propose the teachers with some underlining aspects which ensure them to the considerations which lead them to the method selection between deductive and inductive method when teaching English text types.

## LITERATURE REVIEW

### Teaching Method

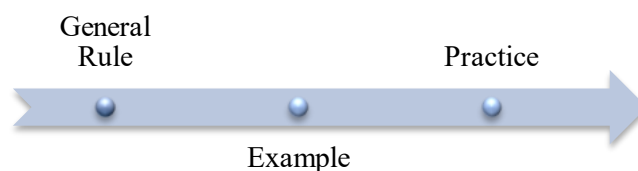
Methods in language teaching plays important role as it propose a guide to how teachers deliver the materials to the students. Teaching methods are described as planning for systematic presentation based on certain approach selected to language course (Brown & Lee, 2015). Teachers need to plan their actions that take account in determining which activity of learning. The methods describe the procedures how learning is applied to gain learning purpose. Sanjaya (2008) defines more that method is like a way of achieving something in way that is used to plan and draw up the practical activities to reach learning objectives.

Furthermore, teachers should be expert in implementing methods in their teaching that teachers need to develop their language awareness and competence in order to understand students' weaknesses or their strengths and to provide more opportunities (König, et.al., 2016). Teachers' teaching method implies classroom condition to create effective classroom management. In that case, teachers also need to understand students' learning interest and style (Sieberer-Nagler, 2016).

### Deductive Method

Deductive method is a method that begins with general towards specific. Gorat and Prijambodo (2013) define that this method will begin with the provision of grammatical rules explicitly and then continue with an example of its application. The implementation of deductive method in classroom activities starts with presenting a general rule followed by specific examples and applications. Moreover, deductive method can also be defined as rule-driven or top-down teaching method in which the teacher introduces or present the concept and the rules of the learning material (Valijarvi & Tarsoly, 2015). Thornbury (1999) argues that the emphasize of the application of deductive teaching is on describing the regularity of the grammar or the language use that then the teacher may direct students to apply the pedagogic rules.

The principle of deductive method is represented based on the stage which begins with general rule to example and then practice. The general rule presents the concept of the grammar or the language use serving the pattern how is used. This component is only the stage of explanation. Example as the next step exemplifies the specific example of the form. The, practice comes at the last stage. The stage of principle of the deductive method can be seen as follow:



**Picture 1.** Principle of Deductive Method

In the context of teaching English text types, teachers use the deductive method would first introduce the overall structure and characteristics of a particular text type, for example, they would explain the introduction then generic structure of the text, . Turmudi (2022) explains that the stage of explaining the general rules describes the way how material is learnt through a process

of experiencing or decoding the formula or terms then explaining some examples would be followed and finally giving the detail of the examples through practices.

### Inductive Method

The inductive method, also known as a bottom-up approach, takes a different approach by presenting students with specific examples first (Valijarvi & Tarsoly, 2015). Through analyzing these examples, students are encouraged to identify patterns, derive rules, and form generalizations. This method promotes active learning and critical thinking skills. Mautone (2004) further says that the inductive method starts from giving examples and then continues by providing guidance to students towards inferring the conception and definition.

The inductive method involves presenting specific examples or instances first, followed by the general rule or concept. This method is an example driven method or bottom up teaching method in which the teacher gives students the detail and lets them generate their conclusion from it (Valijarvi & Tarsoly, 2015). These students' activities address them to have kind of analysis how language is used in the context and figure out the rule by themselves.



**Picture 2.** Principle of Inductive Method

In the context of teaching English text types, teachers using the inductive method would provide students with various examples of texts without explicitly explaining the overall structure or characteristics. Furthermore, Valijarvi & Tarsoly (2015) explain that vocabulary supports the students to develop the understanding inductively, that it is vocabulary list which may be provided at the beginning of the course but students work with it independently on the text under the guidance from the teacher.

Through analysis and discussion of the examples, students are encouraged to identify patterns, similarities, and differences between the texts. They gradually develop an understanding of the underlying principles and rules governing a particular text type. Only after this process of exploration and discovery, teachers would then introduce the general rule or concept. This indicates that the inductive method promotes active learning and critical thinking. It allows students to engage with the texts and actively participate in the learning process. By analyzing examples and identifying patterns themselves, students become more invested in their learning and develop a deeper understanding of the text type.

## METHOD

This research applied case study research since the objectives of this research were to identify teachers' teaching activities which represented the application of deductive and inductive method and to describe teacher's reasons in selecting deductive or inductive method in teaching English text types. Creswell (2014) explains that case study allows researchers to collect detailed information using variety of data collection method over a period of time in in-depth event, program, or on one or more individuals. The participants of this research were the English teacher of tenth and eleventh year students. This research used two different instruments to gain the data. They were observation and interview.

The observation in this research was direct observation which meant the researcher came to the class to observe the English teacher while teaching the students. It was conducted based on the observation guide and it was semi-structured observation. This observation was done four

times. There were two different classes and each class was observed twice. It was to see the data reliability. The observation was carried out during the teaching and learning process of which it took around 90 minutes for one classroom observation. It took two weeks to collect the data from the observations. Furthermore, the observation guide sought for the principles of deductive and inductive method covering indicators to show general rules, examples, and practices.

Meanwhile, interview was carried out after series of observations were done all, specifically after the data from the observation were identified. It was intended to answer the second research question which was about the teacher's reasons to select deductive or inductive method while in the teaching activities. This interview was done by interviewing the teacher based on the interview guide which aimed to find out the teacher's reasons of selecting the method, as well as to figure out why the initial activity was used in the learning process.

The data collected from the observation and the interview were analyzed qualitatively. The collected data from the observation were analyzed based on the principles of the two methods; deductive and inductive, in the form of table classification. These steps were to identify the identical teaching activities which describe each principle of the methods. Meanwhile, the result of the interview was then transcribed. Qualitatively, the data were identified from the teacher's statements indicating the reasons to select between deductive or inductive method. From the identified statements, they then were coded based on the aspects which represented the teaching needs, especially in the context of teaching English text types.

## **RESULT AND DISCUSSION**

### **Result**

#### **A. The Implementation of Deductive Method**

Activities in the TITL class began with the teacher's giving the definition of narrative text to students so that students understood the definition and the purpose of the text is. When the teacher explained the definition of the text, the teacher not only provided the information about the definition of narrative text, but also the teacher provided an explanation of the generic structure and language feature of the narrative text. When the activities on definitions, generic structures, language features are completed, the teacher began inviting students to discuss the exercises on multiple-choice questions that contained narrative text.

The teacher started discussing the questions one by one by asking questions to the students. Teacher tried to keep interacting with students by asking them some questions that they have to answer. Teacher used pointed the students randomly to be given questions so that students could prepare their own answers. In addition to this description of the activity, when giving questions, the teacher was to find out the ability of students whether or not obtaining the understanding. In this stage, the teacher used random way again to appoint students to answer questions by writing their answers forward and writing them on the board. After the students completed their assignments, the teacher led the students by inviting them to discuss the essay questions again. In addition, teaching activities which described the application of deductive method is presented as follow:

##### **1. General Rule**

In the implementation of the deductive method, there is a general rule as deductive principle that made teachers had to carry out the activities. It began with defining the text or can also be called as general activities and continued to providing specific examples of the text. The first step taken by the teacher and it represented the principle of the deductive method was to give definition. Based on the data from the result of observation, it described that the teacher began asking the student to look at the example of narrative text in their book. The teacher asked students to look at examples of narrative text in their books. From this activity, the teacher introduces the narrative text by explaining the definition first to the students. After that, the teacher opened several questions to provoke their opinions about the definition of narrative text.

When students had obtained the definition of the text, the teacher tried to lead the student to identify the generic structure of the text. She began challenging the students with some leading questions as to give them opportunity to understand the generic structure of the text. The teacher also discussed the language used in the text which was past tense. It can be summarized that there were some activities representing the principle of providing rules or patterns, for example; the teacher gave instructions to students to open their textbooks and asked the students what type of text they were discussing. The teacher aimed at figuring out students' understanding what type of text was explained.

## 2. Example

In this stage, the teacher presents examples of narrative text to students as a form of exemplifying the general rule they learnt. The presentation of the example was carried out by teachers was to be able to provide a detailed picture and application of the text. In this case, the teacher instructed students to identify the examples of narrative texts so that students understood the form of the narrative text.

*“sebelumnya kita harus baca dulu teksnya. Silakan dibaca teks tersebut setelah itu ibu akan memberikan pertanyaan. Ada yang mau baca?”*

(firstly, we have to read the text. Please read the text, after that I will give you some questions. Who wants to read the text?)

Here, the teacher asked students to read the text given. The teacher guided the students to read the text together. During this activity, the teacher also asked the students if they wanted to read individually. This activity shows the principle of example on the principle of the deductive method.

## 3. Practice

The next activity that the teacher did after discussing the example is that the teacher provided drilling. The teacher invited students to read together the text being discussed. From this activity, the teacher not only invites students to read together, but the teacher also asks about some existing vocabulary.

*“Apa artinya kalimat itu? Ayo rek siapa yang bisa?”*

*“Dari pertanyaan itu, jawabannya bisa kita dapatkan dari paragraph mana sih?”*

(What's the meaning of the sentence?)

(Based on this question, which paragraph can we find the answer?)

The teacher could find out the students' ability to what extent the understood the text. The teacher gave the questions by directing them to think and answer the questions correctly. In practice activities, teachers do not only ask questions including text definitions. The teacher also asks about the part of the paragraph contained in the question. In addition to asking paragraphs, the teacher also asked the meaning of words from some existing words.

## B. The Implementation of Inductive Method

Teaching activities using inductive method was carried out by the teacher in TPM class. The series of teaching activities in the TPM class began with the teacher's giving text examples to students. Students are asked to read the narrative text they had. The activities were carried out by teacher were from specific to general or also called inductive method. In particular, the teacher gave examples in advance to students so that students understood in advance how the narrative text was formed. Not only giving examples, students were also invited to discuss questions in the form of multiple choices. Students needed to answer the questions and the teacher provided feedback to the questions.

### 1. Example

The teacher provided an introduction to the narrative text to the students by giving instructions to students to see examples of narrative texts in students' workbook. Students were

asked to read together the narrative text so that they were familiar with the narrative text first. At this stage, students were asked to actively interact through reading narrative texts.

Students were given instructions to see examples of narrative text, then students were asked to read together. The teacher opened the learning process by giving examples first because the teacher had her own consideration. In TPM classes, teacher used the inductive method was seen from several other activities besides coming up with examples first.

*"Ini adalah contoh dari narrative teks"*

(This is an example of narrative text, the rabbit and the turtle")

The teacher presented the example in the form of a narrative text to students entitled the rabbit and the turtle. In this activity, students collectively read the narrative text. Students were asked some words or sentences as the vocabularies used in the text which they did not understand. From this activity, the teacher intended to allow students to interact with the teacher as well as to understand the text carefully.

## **2. Practice**

After reading together the examples of narrative texts, the teacher invited students to discuss the problem together in the form of multiple choices. The questions were related to narrative texts that had read together. Students were asked to answer the questions in turn. When there was an answer from the student which was incorrect, the teacher explained again because the existing questions were related to the text they discussed.

*"Coba dilihat soal nomor satu itu, ada di paragraf berapa?"*

(Take a look at the question number one, which paragraph is it?)

Teachers tried to relate the text they were discussing with the questions so that students understood more about the content of the text. The teacher made an explanation accompanied by discussion of the questions. These two activities were included in the process of teacher's activities by providing the examples to introduce the material which representing the principle of using the inductive method.

## **3. General Rule**

When discussing the problem, the teacher gave questions that were related to the existing discussion. There were several questions related to the text they discussed. There were several teaching activities that reflected to the activities from specific to general. The way the teacher explained the patterns was by discussing questions and then associating the questions to the discussion.

*"kalau ada pada paragraph pertama, berarti berisi tentang apa struktur teksnya?"*

(if there is in the first paragraph, what does the structure of the text mean?)

The activity showed that the teacher invited students to discuss the problems and patterns in the narrative text. This activity represented the general rule principle that existed in the inductive method because the teacher carried out a series of processes from specific to general.

## **C. The Purpose of Method Selection by the English Teacher**

### **1. Purpose of Selecting Deductive Method**

The learning process carried out by students in the TITL class based on the data findings in the observation was that the teacher applied the deductive learning process. The deductive method applied by English teacher showed several activities that principally used the deductive method. These activities represented several stages or learning steps starting from general to specific activities. One of the activities done in the learning process was when the teacher explained the definition of narrative text which was then to give examples of the text and at the same time explained the linguistic elements of the text.

The teacher conducted the steps of activity as part of the beginning of the learning process, namely by defining narrative text. This was because TITL class students had a fairly good interaction of the character that made it easier for teacher to communicate well. The teacher's reason was based on the results of the interview as follows:

*“Makanya kalo ngajar kelas yang mudah interaksinya itu ya dari definisi jenis teks dulu. Soalnya kalau dari definisi dulu baru diberikan contohnya itu siswa yang mudah interaksi itu enak diajak diskusi.”*

(Since the students can easily interact, the teaching activity starts from defining the text first. It is because explaining the definition then followed by the example eases the students to interact and build classroom discussion.”)

The character of students which was about interaction among them was the reason for teacher to invite students to understand the definition of the text first. From the teacher's statement, it can be understood that the teacher's explanation of defining the text was easily understood by students if the students were able to interact with each other so that the teacher can direct students in a discussion to understand the definition of the text together. On the other hand, the teacher also stated the reason behind why she chose to explain the definition of the text first was because of the type of text being studied. English has several types of text that sometimes make it difficult for students to distinguish because the form of the text at first glance was the same. Thus, the definition and social function of the text was needed.

*“Yang kelas TPM itu saya mulai jelaskan dari definisi dulu. Kadang anak-anak itu tidak bisa membedakan jenis teks kan, karena kan ada yang hampir sama teks itu, didelok sekilas mirip, tapi beda. Jadi cara saya mengajarnya beda.”*

(I start teaching TPM class by defining the text first. Some students may find difficulties to differentiate the texts which are seen almost similar, but they are different. So, the way I teach should be different as well)

The social function of a text type was part of the text definition. By knowing the social function, it is also known the purpose of writing the text and also the structure of the text used. TITL class students are seen by teacher that they have difficulty in distinguishing texts so teacher choose to define the type of text first so that they could recognize and distinguished texts. Another teacher's purpose in choosing and using deductive methods was because students' understanding was easier to understand the teacher's explanation if it matched the explanation in the textbook. Teacher's explanation here supported students' previous understanding of what they had learnt before from the book.

*“Beberapa kelas itu ada yang harus detail dulu mbak menjelaskan materinya, karena mereka baru faham kalau penjelasan kita itu seperti yang dibuku. Jadi saya jelaskan dulu apa itu narrative, ya saya tunjukkan contohnya, baru latihan soal.”*

(Some classes may need detail explanation from the material taught because they will understand if the teacher's explanation is the same like what is in the textbook they have. Thus, I go to the explanation first what narrative text is. Then, I show them the example and the exercise after all)

Looking at the data above, there were reason as the teacher's purpose of selecting the proper method to be applied, in this case a selection between deductive of inductive method. In selecting deductive method, the teacher considered some important thing. It was revealed that the interaction among students and the teacher, text type, and the same explanation between text book explanation and the teacher's explanation were the considerations why the teacher selected



deductive method. In addition, those teacher's reasons described how certain material could be best delivered to the students.

## 2. Purpose of Selecting Inductive Method

The selection of method by teacher in the learning process in the TPM classroom was an inductive method. As it was the case in previous class where the teacher used deductive methods, the selection of different method was done by the teacher for several reasons. These teacher's reasons were also an illustration of the purpose why the teacher chose and applied the method which was different from the previous class, especially in terms of choosing an inductive method. Meanwhile, the teacher's reasons were closely related to the principle of learning steps in the inductive method in which this method started from example of the text and exercises then followed by general rules. These steps illustrated the application of learning from the specific to the general.

The type of text was the teacher's reason for choosing the method. The relationship with the inductive method was that the teacher considered which one was easy for students to learn and understand. Sometimes, students understand the text better when they are firstly introduced to examples. Thus, students learnt through meaningful learning experiences because they understood concepts and drew the conclusion from existing examples.

*"Tergantung materi ya apa, kek misal deskriptif, kadang bisa kelas itu ga dikasi teorinya dulu tapi dikasi contoh dulu, ada contoh teks ini kira" contoh apa, ya saya kasih pertanyaan mereka, terus apa, terus kalimatnya seperti apa, terus paragrafnya seperti apa, paragraph satu, paragraph dua itu seperti apa."*

(It depends on the text type, for example descriptive text. Sometimes, there is a class which is not given the theory of the text type but to provide the examples first. If they find this type of text, what kind of text it is. That's the way I give them the questions as well, another question is about what type of sentences they are, how is the paragraph, first paragraph, what the second paragraph looks like).

Based on the data above from the interview, the text type became a consideration in determining how to deliver the material. From the teacher's explanation, this implied that the type of text in English has its own level of difficulty, both in terms of text structure and linguistic elements. There are some types of text that are easier for students to recognize and learn, such as example description text. Description text is often found by students in their environment, so teacher prefer to display examples of description text. After showing examples of description texts, teacher build deeper understanding of students by providing some questions and directions related to the text. Students' understanding was built by the teacher through examples and several exercises both in the form of instructions and questions related to the text.

*"Mereka itu lebih mudah faham dari kosa kata dulu, artinya maknanya apa, saya beri pertanyaan langsung yang berkaitan dengan teks. Jadi lihat-lihat jenis teksnya dulu apa yang mau diajarkan"*

(Students comprehend the text easily from the vocabularies used, what the meanings are. I give them questions directly related to the text. So, I need to see what type of text is being learnt.)

The students' ability to master vocabulary was also the reason for teacher to apply the inductive method. The vocabularies in the text were very influential on students' understanding. In relation to the text type, the vocabulary used also described the level of difficulty of the text.

*"Kan istilah e banyak yg digali banyak materi disitu kaya pembuatan kalimat pake kata kerja bentuk ke berapa itu kan banyak, jadi lebih banyak latihan isinya dulu. Saya suruh mengartikan ini, terus saya suruh itu paragrafnya maksudny apa. Klo saya jelaskan jenisnya dulu, kadang mereka susah memahami teks."*

(There are more complex words used which represent more materials, like what form of verbs are used in the sentences. So, I invite students to do more practices. I ask them to translate, then, I ask them what the paragraph means. If I explain the text type at the beginning, they will find difficulties.)

From the data above, it can be seen that with the identical activities, understanding the content of the text through vocabularies and the meaning of sentences used in the text, made it easier for students to learn the text. The teacher realizes that students' ability to master vocabulary affected their learning. The teacher built students' understanding through vocabulary or elements of text language and also exercises related to text comprehension.

These types of activities were the reasons for teacher to apply the inductive method in which the learning was based on mastering specific knowledge through exercises for understanding the content, understanding sentences through the vocabularies used, was the principle of applying the inductive method.

## **Discussion**

The role of teacher in the application of deductive and inductive methods is very important and influential in choosing the appropriate type of activity. Therefore, the success of learning is determined by the teacher's decision in choosing the right method. Anjani (2013) adds that appropriate teaching method or strategies would make the learning process run effectively and it will enhance the students' learning experiences. The teacher's decision is of course based on several considerations that need to be considered according to the conditions of the class and students. Learning using deductive and inductive methods basically provides choices to students and teacher in facilitating learning. Especially teacher, the right method will determine the level of student success in achieving learning goals and mastering the expected competencies.

Based on the findings of this study, the learning methods used by teacher differ from one class to another. Both deductive and inductive methods applied by teacher can be used well in the implementation of learning activities. The application of deductive or inductive methods is certainly based on several reasons that have been estimated or thought by the teacher which focuses on how teaching material can be given properly so that students do not find difficulties or problems in learning. From the findings of this study, it was found that there are several reasons why teacher choose different methods, namely based on the level of student interaction ability, type of text, vocabulary mastery, and previous knowledge.

In the learning process, especially in English language learning, the level of student interaction is indeed very decisive for the smooth learning process. Teacher when teaching that is built is interaction and communication as a sign of positive feedback between teacher and students. There is a negotiation of the meaning of what is explained by the teacher with what is received by the students. The ability of students to receive certainly gives its own role in how these students are able to grasp the meaning conveyed so that it becomes a tool for communication in expressing their understanding. The student's ability to interact also indicates the student's ability to master verbal skills. The relationship with why teacher applied deductive methods was that by establishing interaction, the teacher easily directed and explained the concept and purpose of this type of text. When comes to deductive method, the activity was more prominent and engaged students' activeness in instructions given by the teacher (Stephens et al., 2020). Students are better able to grasp meaning well if there is mutual communication between teacher and students so that teacher is easy to define concepts and students are easy to understand.

The principle of applying the deductive method starts from the general rule in which there is a component of the concept or definition. What teacher do in applying deductive methods is maximize students' interaction skills in explaining definitions. The next teacher activity that reflects the deductive method is that the teacher begins to explain the generic structure and language use used especially in the use of past tense sentences. It illustrates that deductive instruction involves rule by a teacher at the beginning of a lesson before students engage in

language practice (Norris and Ortega as cited in Erlam, 2003). Generic structure and language use are general rule principles in the deductive method. Understanding generic structure and language use is a detail of define understanding where students are taught to have knowledge abilities that are general to specific.

In context of teaching English text, the implementation of deductive method doesn't take different way as teaching grammar in which teaching text needs also to give such understanding of the pattern or rule. Different text type proposes different function of the text which presents typical definition of text type. What teacher did about explaining the generic structure of the language feature also presents the principle of general rule in deductive method. This stages of teaching activities taken by the teacher were the steps of identical activities of deductive method which then followed by practicing. The general rule in teaching English text started from defining the text, presenting generic structure and discussing the language use.

As long as there were text types, teacher seemed to adjust their teaching method. English text types which the students learn were genre based texts which mean different text has different social function of the text or text purpose. To some students, it led to the difficulties to understand what type is. This also led to teacher to select the method. Between the application of deductive and inductive method serves its learning path and easiness where students take the learning activities. The teacher considered the text type as the reason to select whether deductive or inductive method.

Another finding of teacher activities which activated the students to have some practices after the teacher provided the example of the text described how the principle of inductive method was conducted. The students learnt the concept through practice of the language in context, and later realize the rules from the practical examples (Turmudi, 2020). When it came to a certain text, a text which the students were familiar, the teacher invited the students to respond to some questions both delivered by the teacher and from the book under the teacher's instructions. The implication of this activity was that the teacher built their learning experiences and ability to have good interpretation of the text from the vocabularies used or the content of the text.

Furthermore, deductive method was teacher-driven method in which the teacher takes more roles in classroom activities while inductive was student-centered learning. The teacher served the activities covering general rule, example, and practice to obtain the implantation of deductive method while starting from example, practice, and general rule was the principles done by the teacher to present the inductive method. It implies that different method serves different procedure of their implementation. In relation to the teaching of English text types, they refer to genre text. The language use must be based on the function of the typical text. Students might be in problems in the nature of the text which functions to build the meaning that it hinders them from interacting and communicating. Text types, in case, determines how students obtains understanding through the language use. On the other hand, vocabulary mastery serves the tools to support and engage them in the learning. The selection of the method, between deductive and inductive, needs to consider the practical way based on the problem solution and which to start to learn the English text types.

## CONCLUSION AND SUGGESTIONS

Based on the findings and the discussion of this research, it can be concluded that the teacher applied different method to different class; one class was taught through deductive and another class used inductive method. The activities led by the teacher to both class of deductive and inductive represented the implementation of the principles of the two methods. Deductive method was conducted by the teacher through general rule, example, and practice; meanwhile, the inductive method was from example, practice and general rule. It is implied that when the teacher applies either deductive or inductive, the teacher needs to consider students' level of interactions, text types, and vocabulary before selecting the method.

Since deductive and inductive provide more advantages to classroom activities, teachers are always suggested to apply these two methods. They can be applied in different background of classes. Teachers intendedly promote students to active learning either deductively and inductively, therefore; they will learn best based on their learning characteristics. To teachers, it is suggested that teacher need to have their own consideration when applying certain method, especially deductive or inductive method. This consideration will play a role as teaching strategies. Their decision of choosing appropriate method will be a measurement to learning success.

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