The Effect of using Inductive Approach in Teaching Writing Recount Text of SMAN 10 Kota Bengkulu

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Abstract

Writing skills takes attention in every levels of education but students in early stage have some problems in writing. Therefore, the purpose of this research was to investigate the effect of using inductive approach in teaching writing recount text of SMAN 10 Kota Bengkulu. This research employed experimental design. The population was eleventh grade students of SMAN 10 Kota Bengkulu in 2016/2017 Academic Years. The students were divided into two groups, the experimental and the control groups; XI IPA 1 as experimental group and XI IPA 2 as control group. Each group was consisted of 20 students as sample of the research. The experimental group was received treatment by using Inductive Approach, while the control group was taught by using conventional technique. The pre-test was given to the two groups before giving the treatment. The mean score of the experimental group was higher than control group and the t-count was smaller than the t-table. It means that there was no significant between the two groups in writing ability before giving the treatment. After giving the treatment, post-test was given and the mean score of experimental group was higher control group. The t-obtained was higher t-table. It means that there was a significant difference between the two groups. It can be concluded that Inductive Approach gave positive effect toward the students' writing ability at eleventh grade students of SMAN 10 Kota Bengkulu in 2016/2017 Academic Years. Finally it is suggested to English teacher to implement this technique in teaching writing.

Key Words: *writing ability, inductive approach.*

I. Introduction

English has been taught since the early age. It is started from Elementary, Junior High and Senior High (some even started it from Kindergarten). If certain people want to expand their knowledge about English, they can take higher level of education to set their aim more focus in the university level. This is one of reasons due to the importance of English.

In kindergarten and elementary level, most materials are about words, numbers, vocabulary items or other very basic English knowledge. As the students start to sit in junior high school, their abilities are directed to get to know the four skills in English, so called: listening, speaking, reading and writing. The time they join the senior high school, things get more serious. Students are expected to be better at mastering English in those four skills. Even in most of their examinations, two out of four skills appear the most (reading and writing).

that might be found in junior or senior high English classes are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof and news item. Some of these genres are taught in both junior and senior high. One of them is recount. This text is considered crucial since it is learnt not only in junior high, but also in senior high school.

Writing is not an easy skill to be mastered, especially if the writing itself has to be written in another language but the mother tongue. In this case, writing in English can be troublesome for students as English is not the first language in this country, not even a second language, yet a foreign language. In addition, Delano (2006) stated there are some problems students faced in writing. The first problem in improving students' writing ability is the teaching writing method itself.

One of the writing types that would be observed in this research is recount text writing. In general, recount text tells about the activities

in the past. The common grammatical features of recount text Anderson in Saputri (2014: 21). A recount usually includes the following grammatical features: 1) Proper nouns to identify those involved in the text. 2) Descriptive words to give details about who, what, when, where, and how. 3) The use of the past tense to retell the events. 4) Words that show the order of the events.

From the preliminary observation at SMA Negeri 10 Bengkulu, researcher found some difficulties faced by students in writing. First, their grammar was poor. They just simply arranged the word but didn't care about the grammar. It should be pointed out that no matter how good someone is at vocabulary mastery; grammar still plays an essential role in writing. Second, they did not have enough vocabulary to express their ideas. They claimed that they knew exactly what to write in Indonesian, but their ideas stuck in their head because they didn't know the words to express them in English. Third, they admitted that they often didn't know what to write. They found it hard to elaborate the given topic.

There are some strategies that can be used by the teacher in teaching writing. The inductive strategy is one effective strategy used in teaching language. According to Brown (2007), an inductive strategy is an inductive reasoning storing a number of specific instances and inducing a general law or rule or conclusion that governs or subsumes the specific instances. It is also mentioned that an inductivestrategy comes from inductive reasoning stating that a reasoning progression fromobservations, measurements, or data to generalities, for example, rules,laws, concepts or theories.

II. Methodology

This study employed quasi experimental design. Ary (2010: 305) stated that "quasi-experimental non-equivalent pre-test post design is used when the study wants to see the effect of treatment where experimental and control group are not chosen randomly". Itemployed a pre-test and post-test for both experiment and control groups. The results of the pre-test and the post-test were analyzed by using a procedure (t-test statistics) to investigate whether or not the students who were taught by using inductive strategy gains significant effect on their writing in terms of grammar which they had learned.

Population is the subject of the research (Ary, et.al, 2010: 167). The population of this study was the students of 11th grade in Public Senior Secondary School (SMAN) 10 Bengkulu in the academic year of 2017 whereas the samples were 2 classes out of 7. The population will be class: 2IPS1, 2IPS2, 2IPS3, 2IPS4, 2IPA1, 2IPA2, 2IPA3 and the total number of the whole population were 223 students. In this research, There were 2 classes taken as the experimental and control groups. They were $2IPA_1$class that consisted of 30 students and $2IPA_2$ class that consisted 32 students. However, the researcher just took 20 students in experimental class and 20 students in control class to make easy in calculation. So, the sample in this research were 40 students. The researcher took class $2IPA_1$and $2IPA_2$,because they had low in writing recount text. The table for sampling information is presented to make it easier to understand.

III. Result and Discussions

Result

The research was conducted from the 1st of August 2017 – 31th of August 2017. The population of this research was the eleventh grade students in Academic year 2017/2018 of SMAN 10 Kota Bengkulu. The sample in this research was divided into two groups, they were XI IPA 1 as the experiment group and XI IPA 2 as the control group. The total number of sample was 40 students. At first, both of groups were given writing test to write recount text about "New Year's Eve" as pre-test to see their abilities in grammar element of the recount text. Then, they were given different treatments which the experiment group was taught by using Inductive Strategy and the control group was taught by using conventional method. Finally, the researcher gave writing test as post-test which conducted similar to the pre-test to investigate the differences in grammar of recount text skill of both groups.

A. Pre-test Result

The pre-test was given before the treatment to see the starting point of both groups. The pre-test of experiment group was conducted on Tuesday, 8thAugust of 2017 on 07.30 a.m. and pre-test of control group was conducted on Thursday, the 10thAugust of 2017 at 10.45 a.m. The aim of the pre-test was to investigate two similar groups which would be

the sample of this research. It means that it was purposed to see the past tense grammar ability both of experiment group and control group. To get the similarity of two groups of samples, the researcher analyzed the score of both groups. The topic employed in this research was recount text which was about retelling students' personal experience. The topic for pre-test was about "New Year's Eve". The students were given 60 minutes to do the test. The result of pre-test was presented in the following table.

Table 1. Calculation of the Pre-Test Result

Groups	Highest Score	Frequency	Lowest Score	Frequency	Total Score	Mean Score
Experiment	15	1	5.5	1	213	10.65
Control	12.5	2	6	5	179	8.5

From the table of the result of the pre-test above, the highest score of the experiment group was 15 that was gained by one student, and the lowest score was 5.5 that gained by one student. The total score of the experiment group was 213, and the sample were 20 students, so the mean score of the experiment group was 10.65. In the control group the highest score was 12.5 that gained by two students, and the lowest score was 6 that was also gained by five students. The total score was 179, while the sample was 20 students; so, the mean score was found 8.5. Based on the calculation above, it can be concluded that the two groups have only a small difference and it can be stated that two groups can be taken as the sample of this research.

In order to determine whether the research hypothesis is accepted or rejected, the t-test formula was applied in this research. The t-test was used to see whether the calculated indicates difference between the mean score of both groups. From the t-count of pre-test result, it showed that the t-count was 2.01 (see appendix 3), at degree of freedom was 20 + 20 - 2 = 38, and p level was determined 0.5. The t-value at 0,05 and degree of freedom (df) in two tailed is 2.024. Thus the t- count was smaller than t-table which is 2.01< 2.024. Therefore, the null hypothesis was accepted and the alternate hypothesis was rejected. It can be concluded that there was no significant difference between the mean score of both groups. Both of them have the same level of ability, and it means that those groups can be accepted as the sample of this research.

B. Treatment

After giving pre-test to both groups, the researcher gave the treatment to the experiment group in three meetings. In teaching and learning proses, the researcher used Inductive Strategy as a treatment in experiment group while in control group taught by conventional technique.

1. Experiment group
Treatment I

The first treatment was conducted on Tuesday, the 15th August of 2017 at 07.30.am. The treatment was conducted in 90 minutes. In the treatment the researcher taught the students by using Inductive Strategy. The topic being discussed in the classroom was "Weekend". The steps of first treatment were described below.

First, the researcher opened the class by saying "Assalamualaikum" in order to make students ready for the lesson. At the beginning, the researcher gave students instruction with a variety of several examples, without teaching students the actual grammar rules and the students answered the researcher's question about some examples given. Then, the researcher explained generally about recount text which included the definition, and generic structure. The studentsseriously listened to the researcher.

After that, The researcher asked the students to compose a single text about "Weekend". In the meantime of students composing their text, the researcher walks around the class to check if there is any student who needs any assistance with their writing.

After finishing their text, the researcher collected the worksheets from the students. In the closing, the researcher suggested the students to keep practicing their writing especially recount text writing outside the classroom for the sake of a better writing.

Treatment II

The second treatment was conducted on Wednesday, the16th August of 2017 at 10.45

a.m. The treatment was conducted in 90 minutes. In the treatment the researcher taught writing skill to the students by using Inductive Strategy. The topic being discussed in the classroom was "Personal Experience". The steps of first treatment were described below.

First, the researcher came to the class and gave greeting before starting in order to make students ready for the lesson. Similar to trietment I in the treatment II the researcher also gave students instruction with a variety of several examples but did not teach them the actual grammar rules, the students interacted to researcher. Then, the reseacher reviewed about recount text and explained generic structure.

After that, The researcher asked the students to compose a single text about the topic given. After finishing their text, the researcher collected the worksheets from the students. In the closing, the researcher suggested the students to keep practicing their writing outside the classroom for the sake of a better writing.

Treatment III

The third treatment was conducted on Tuesday, the22th August of 2017 at 07.30 a.m. In the treatment the researcher taught the students by using Inductive Strategy. The topic being discussed in the classroom was "Birthday". The steps of first treatment were described below.

In the last treatment, the researcher opened the class and and the students said greeting to the researcher. the researcher recalled the students' understand about explained before and gave students instruction with a variety of several examples, without teaching students the actual grammar rules. Then, the researcher provided students with guided instruction about recount text, The students listened carefully when the researcher explained for understanding.

After that, the researcher gave how to compose a well written recount text by not neglecting the past tense in their text and other important components in a recount text, i.e. generic structure, language features, etc. The researcher asked the students to compose a single text about "Birthday". After finishing their text, the researcher collected the worksheets from the

students, and gave a review about the recount text. In the closing, the researcher suggested the students to keep practicing their writing especially recount text writing outside the classroom for the sake of a better writing.

2. **Control group**

In the control group the researcher taught the students by using conventional technique for three meetings. Number of meetings and similar topics were also be conducted in the control group. There were three meetings as a total, and the topic is the same (first meeting My Weekend, second meeting: Personal Experience, and third meeting: My Birthday). The first meeting was conducted on Monday, the14th August of 2017 at 13.30 p.m. The second meeting was conducted on Thursday, the 24th August of 2017 at 10.45 a.m. Finally, the third meeting was conducted on Monday, the 28th August of 2017 at 10.45 a.m. The steps in control group is described below.

First, the researcher prepared the classroom to get the students ready for the lesson. The students said greetings and the researcher responded them. At the beginning, the researcher explained generally about recount text, without Inductive Strategy. Then, the researcher provided students with guided instruction about past tense for understanding rules, skills and thinking. The students listened carefully when the researcher explained them. The researcher asked the students to compose a single text about the topic given above and walked around the class to check if there is any student who needs any assistance with their writing.

After finishing their text, the researcher collected the worksheets from the students. In the closing, the researcher suggested the students to keep practicing their writing especially recount text writing outside the classroom for the sake of a better writing.

C. Post-test Result

After doing the treatment of Inductive Strategy for three meetings to the experiment group and conventional technique for three meetings to the control group, the post-test was conducted to both of them. The post-test was aimed to see the difference in their writing ability. The post-test of experimental group was

conducted on Tuesday, the 29[th]August of 2017 on 07.30 a.m. and post-test of control group was conducted on Thursday, the 31[th]August of 2017 at 10.45 a.m. The post-test was executed in 60 minutes.

In the post-test, the topic employed in this research was same as pre-test which was about students' personal experience. The topic for pre-test was about "New Year's Eve". The post-test result of both groups was also to find out the highest score, the lowest score, and the mean score. In addition, the calculation of the post-test was to get the information about the score which both groups got after the treatment. The table below can be seen to find out the result of the post-test.

Table 2. Calculation of the Post-Test Result

Groups	Highest Score	Frequency	Lowest Score	Frequency	Total Score	Mean Score
Experiment	18.5	2	12	1	317.5	15.88
Control	16.5	2	9	1	277	13.85

From the table above, it can be seen that the highest score of the experiment group was 18.5 and it was gained by two students. The lowest score was 12, and it was gained by one student. The total score of this group 317.5 and the mean score was 15.88. In the control group, the highest score was 16.5 that was gained by two students, and the lowest score was 9 that was gained by one student. The total score of this group was 277, and the mean score of this group was 13.85. Based on the calculation above, it can be concluded that the two groups have significant difference of mean score. The mean score of experiment group was higher than control group. It showed there was difference of grammar in recount text skill in both of groups but the experiment group was better than control group.

In order to determine whether the research hypothesis is accepted or rejected, the t-test formula was applied in this research. The t-test was used to see whether the calculated indicates difference between the mean score of both groups. The total score of t-calculation (t-count) of both groups was 3.18. Furthermore,

the value of t-count was compared to the value of t-table at 0.05 (5%) level of significance and 38 degree of freedom (df). The value of t-table was 2.024, so t-count was higher than t-table (3.18> 2.024). So, it can be concluded that there is a significant difference between control group and experiment group in Grammar of recount text skill.

D. Analysis of the pre-test and post-test result

There was a significant difference in the pre-test and post-test between the experimentgroup and the control group. It was shown on the table below.

Table 3. Mean of the Pre-test and Post-test

Group	Mean Score	
	Pre-test	**Post-test**
Experiment group (N_1)	10.65	15.88
Control group (N_2)	8.95	13.85
N_1 - N_2	1.7	2.03

The table above showed that the mean score of experiment group, in pre-test result, was 10.65 which was higher than the mean of the control group. The mean score of the control group was 8.95 before the treatment. The difference between mean score of experiment group and control group was 1.7. After the treatment was given, the mean of experiment group was also higher than the mean score of the control group. The mean of experiment group was 15.88, while the control group was 13.85. The difference between experiment group and control group became higher which is 2.03. It showed that there was a significant difference between students' Grammar in recount text skill of the experiment group and the control group in the post-test.

E. Hypothesis Testing

To test the hypothesis, the t-test formula was applied in this research. To know whether the t-obtained indicates a significant difference between the mean score of both groups, the t-test was used. Based on the calculation of the t-test of the pre-test result, it was showed that the t- count was 2.01, at degree of freedom was $(20 + 20 - 2 = 38)$, and p level was determined 0.5. The t-table value at 0.5 p level in two tailed is 2.024. The t-obtained was

found lower than t-table (2.01< 2.024). It can be said that the alternative hypothesis was rejected and the null hypothesis was accepted. It can be concluded that there is no significant difference between the pre-test results from both groups.

From the result of the post-test calculation, the t- count was 3.18, while in the t-table value at 0.5 p level is 2.024. It means the t-count was higher than the t-table (3.18 > 2.024). It can be said that the alternative hypothesis was accepted and the null hypothesis was rejected. The researcher concluded that there is a significant difference between the mean score of experiment group and the control group. In other word, there is a significant difference in post-test results between the group that was taught with Inductive Strategy and the group that was taught with conventional technique.

Discussion

From the result above, it can be seen the progression made by the experimental group after had received treatment by using Inductive Strategy. The treatments were given to the experimental group for three meetings. It was found that the teaching recount text through Inductive Strategy can improve students' grammar ability. It can be seen from the scores of the students who were taught through Inductive Strategy were higher than the students who were taught by conventional technique after the treatments. The improvement score that made by the students in the post-test in the experimental group indicated that Inductive Strategy were effective in order to improve students grammar. Furthermore, the students taught by using Inductive Strategy were faster and active in grammar of recount text compared to the students that are taught with conventional technique.

In addition, the mean score in experimental group was higher than control group and it increased from the pre-test result. The mean score on experimental group in pre-test was 10.65 and in the post-test it increased into 15.88. The mean score of control group in pre-test was 8.95 and in the post test it increased into 13.85. Although the results of post-test both groups showed improvement, It was found that experimental group score was higher than control group score. It means that there was more improvement in experimental group rather than in control group.

Based on post-test result, t-test calculation was compared to the value of t-table. T count was higher than t-table. The post-test result showed that t-count was 3.18 and t-table was 2.024. It means that the t-count compared to the t-table was 3.18 > 2.024. It means that the alternative hypothesis was accepted and there were significant difference of students' writing ability between experiment group and control group. The comparison of both groups mean score shows that the difference are positive for experiment group (Ary, 2010:175).

In the pre-test of experimental group, the students grammatical in writing recount text was still low. The students could not arrange good sentence, and also could not use the simple past of some verbs.

For examples:
1. Me and family assemble
2. To celebrate night new year
3. On night new year can assemble together family enjoy food

However, one of the grammatical features of recount text is the use of the past tense to retell the events. (Anderson in Saputri, 2014: 21)

The students' sentences above are not good because they do not put the correct structures of the sentences. For example no.1, the sentence should be *me and my family assembled.* Sentence no.2, *to celebrate new year's night.* Sentence no.3 should be *In new year's night I could assemble with family and enjoyed food.*

Meanwhile, in the post-test after the students were given the treatment, the students' incorrectness in using grammar in the recount text was decreased. The students' sentences also better in the structure. The inappropriate structures were decreased. It can be seen from their score in language use of the grammar in simple past tense. The result of this research is supported by the research done by

The result of this research is similar to the research which was conducted by Chan (2005:117). Eventhough the research investigate the writing, it was found that the writing scores of students which were taught by using Inductive Strategy are enhanced. There are many aspects which influence the success of teaching writing. The results obtained revealed that the students' attitudes towards the inductive teaching approach are quite diversified. Most of the students found it is easy to follow the lesson

by using Inductive Strategy, and there is a tendency that the majority of them actually prefer to learn English grammar through an Inductive Strategy. It means that Inductive Strategy can be used to improve students' ability in grammar especially in recount text and writing.

About the improvement of students' grammar, Chalipa (2013:89) stated that Inductive Strategy is effective for EFL learners' on learning of grammatical structures. Based on the statement Inductive Strategy is appropriate technique in teaching writing. In addition, Inductive Strategy used in experimental class provides the students opportunity to reflect their inquiries and needs for further information in writing. It also helps the students to develop their ability to make clear and understandable writing.

Based on the result of this research, Inductive Strategy is more effective approach used in teaching language. Felder & Henriques cited in Putthasupa and Karavi (2010:2) mentioned that an Inductive Strategy comes from inductive reasoning stating that a reasoning progression precedes from particulars, such as observations, measurements, or data to generalities, for example, rules, laws, concepts or theories. the inductive technique can render great service to teachers who have problems with keeping their students disciplined, concentrated and occupied, as it partly obviates these problems.

This research proved that by using Inductive Strategy in the students can use the grammar in recount text easier. They were also became active, it was seen from their improvement in their writing. Their writings is better in using grammar especially the simple past. In contrast, students in control class that is taught by Conventional Method which is correction in general were not able to explore their writing of recount text by using appropriate grammar. It is due to the teacher only asked the students to correct their writings without provide enough guidelines.

Based on the post-test result, conventional method is still improved students achievement in control group, but it is still not capable to overlap the improvement that affected by Inductive Strategy does. In sum, it can be conclude that the students' grammar ability in writing recount text taught by using Inductive Strategy are higher than those who are taught by using conventional technique. Inductive Strategy is proved as one of the technique that gives positive effect towards students' grammatical especially simple past tense in writing recount text.

IV. Conclusion and Suggestions

Conclusion

Based on the result in the previous chapter, it can be concluded that there is significant difference of using inductive strategy in students' writing recount text of SMA Negeri 10 Bengkulu especially in students' grammar ability before and after the treatment. After receiving treatments, the analysis of post-test result showed that t-count was higher than t-table ($3.18 > 2.024$) by using the t-test calculation formula. It means that H_1 (alternative hypothesis was accepted and H_o was rejected). It means that the treatment of Inductive Strategy could be used as one of the technique that could give the positive effect towards students' writing recount text especially in grammar field ability at the eleventh grade students of SMAN 10 Kota Bengkulu.

Suggestions

Since there is a significant effect of Inductive Strategy towards the students' writing recount text especially in grammar ability the following suggestion might be useful for teaching and learning activity in learning English.

1. It is suggested that the teacher to use Inductive Strategy as one of the alternative way in teaching writing, especially in recount text.
2. Since there is limitation of this research, it is suggested to other researchers to conduct research of using Inductive Strategy in different schools or universities.

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