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PASSIVE VOICE FOR HIGH SCHOOL STUDENTS**

**RESEARCH ARTICLE**

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# THE EFFECTIVENESS OF INDUCTIVE TEACHING METHOD IN TEACHING PASSIVE VOICE FOR HIGH SCHOOL STUDENTS

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## **Abstract**

This study aimed to investigate the effect of using the inductive teaching method on passive voice instruction. This research was designed in form of quasi-experimental research. The population of this research comprised the whole classes of eleventh grade students and two classes were chosen as sample for the study. Measurement technique was employed to find out if inductive teaching is effective or not for passive voice instruction. A set of multiple choice test was administered to experimental and control groups. This study revealed certain positive results. Firstly, the inductive teaching method is effective for teaching senior high school students, especially for teaching grammar. Secondly, Inductive Teaching method can help the students to acquire a better comprehension concerning the concept of passive voice, because Inductive teaching method assist the students to improve their ability to reason. In conclusion, inductive teaching method is a good option to be implemented in passive voice instruction, and grammar teaching in broader context. In addition, the researcher would like to suggest fellow teachers to implement inductive teaching method for grammar instruction since this method is suitable for today's language teaching demands and focus on communicative aspect.

**Keywords: Effectiveness, Inductive Instruction and Deductive Instruction, Passive Voice.**

## **INTRODUCTION**

Grammar is one of the most important elements in English besides vocabulary and the others. This importance is noticeable from the school textbooks for English lesson. The researcher observed that grammar is always included in the textbooks lessons. Most English teachers, in their early years, also teach English through grammar before move to communicative language teaching. Despite grammar

being seen as only an element in a language, it certainly has a very important role in language learning. The analogy is that grammar is similar to a backbone that supports four main skills in English: listening, reading, writing and speaking. Without a solid grasp of English grammar, a student can never have good competence in English. This is because the sentence he made may not be perfect. Based on the researcher above observation, there is an urgency to ensure

that students have adequate knowledge of grammar.

In its practice, grammar teaching that is based on a deductive and inductive approach is quite different. In a deductive pattern, students are introduced to certain concepts and patterns of specific grammatical structures. This is then followed by sets of drills, either written or spoken. Meanwhile, inductive method is quite the opposite of deductive one, in this method, the teacher simply provides the students with examples of sentences from certain grammar topic. Students then are let to find out by themselves the grammatical pattern or rules behind the examples.

For most of English students, tenses is one of the most difficult and abstract concept to be understood. This is true when English is not the first language in Asian countries and Indonesia is not the exception. There are 16 tenses in English, and almost all tenses has its own passive form (Davidson, 2003). In its practice, active and passive voice are used to emphasize something in a different way. In order to achieve good proficiency in English, it is the responsibility of the teachers to ensure that the students can utilize both active and passive grammatical structures correctly.

Based on the researcher's observation in the English classroom, in SMAN 1 Sungai Raya, the students seemed to use simple sentences all the time. The students seldom used passive voice in their English conversation and writing. The researcher believed that this is because passive voice is a familiar structure for the students. Most of the students know passive voice structure from the text books, but in the practice, they seldom apply this structure in their utterance or written expression. One of the main problems, passive voice

structure seems to be complicated for most students at school. Another case is that they have to use past participle verb form when they want to express their ideas in passive sentences. This is quite a trouble for them since most of the students seemed unable to remember irregular verbs correctly. The students' problems in passive voice mastery were also investigated in several researches.

Therefore, the researcher saw an urgency to do this research. Both as contribution for academic literature related to the application of inductive teaching method in Kubu Raya settings and to explore the effectiveness of this method when it is applied in senior high school. Based on the above description, the researcher comes to the conclusion that it is necessary to conduct a quasi-experimental research concerning the effectiveness of the inductive method for teaching passive voice.

This research is aimed at investigating the effect of implementing inductive teaching method in its connection with teaching passive voices for senior high school students. The research problem then can be formulated as follow: How significant is the effectiveness of using inductive teaching method in passive voice instruction?

In language research, teaching English is one of the focuses of research that attracts many language researchers. Grammar teaching is not an exception and it has received such a huge attention in language research. In general, grammar teaching is based on theoretical assumptions that are believed can help students to have adequate knowledge about grammar. One of the approaches in teaching grammar is inductive teaching method.

Concerning grammar, generally this element is given a wide array of definition. Richards and Schmidt (2002, 230) defines grammar as a comprehensive description of the language structure and how language elements such as words or phrases are combined to produce meaningful and understandable sentences. Meanwhile, Crystal (2004) argues that grammar is the structural foundation of the ability to share ideas. The more someone is aware of how grammar works, the more he or she is able to monitor the meaning and effectiveness of language use. The idea that grammar knowledge is something that all English students must have is also supported by Chang (2011), he believes that grammar is like a backbone that supports a language. Without a solid grammar knowledge, a sentence would be ambiguous or even meaningless. Based on the definition proposed above, the researcher comes to the conclusion that grammar has an applicative value. Adequate grammar mastery ensures that certain ideas are conveyed accurately and understandably.

In connection with passive voice, there are various definitions proposed by grammar experts. For example, Crystal (1985: 84) [change the reference year stated that passive voice is "a term used in a grammatical analysis of voice, referring to a sentence, clause or verb form where the grammatical subject is typically the recipient or definition of the action denoted by the verb.

Concerning its usage, it is interesting to notice that (based on research findings) passive voice structures tend to be applied in explaining about particular research method. Furthermore, Yannuar, et al (2014, 1400) stated that there were significant differences between the preferred

language styles between English native and non-native writer. Native English writer tend to utilize more passive structures in their writings. Meanwhile, non-native writer, no matter how long they have been exposed to English learning and use, show the tendency to avoid passive voice in their writing.

Concerning the use of passive voice, some widely used grammar textbooks give various explanations about the function of this structure. According to Penston (2005, 58) summarized the uses of passive voice into three major points:

Table 1. The uses of passive voice

Use	Example
To say what has happened someone or something	Did you hear? Fido was hit by a car. All the crops have been destroyed (by locusts).
To avoid mentioning the agent (the person doing the action), who is not required to be or cannot be made known.	The matter is being attended to. The bridge will be repaired.
To conform with normal English discourse, keeping the "topic" at the front of the sentence, and the new information in the predicate.	United played a lousy game ... in the end they were crucified (by Rovers). (compare: Rovers wanted revenge ...in short, they crucified United).

The language teaching approach by means of inductive method refers to the way of teaching the language where students are trained to reason by recognizing the grammatical patterns of a

particular sentence (Gorat and Prijambodo 2013: 80). In general, the teacher will discuss a particular situation (e.g: conversation about habits or routines) involving the application of certain grammar patterns, and the teacher will provide many examples of sentences related to the topic of the grammar. Furthermore, students are encouraged to recognize and understand how the subject of grammar is used and the grammatical patterns that lie behind the sentence. In closing the activity, teachers will usually ask students to explain in their own words the grammar rules that govern those sample sentences. This is done to ensure if the students have comprehended the concept of being taught.

The steps of applying inductive instruction vary among teacher and language researchers (Morgana, 2016, 247). The general steps or procedures of inductive instruction are:

- The examples' presentation
- Analysis of examples
- Generalization and patterns
- Grammar drills / exercises

Concerning inductive instruction, it also has advantages and disadvantages. Widodo (in Hmedan 2016, 42) summarized the advantages as follow: 1. Learners are trained to be familiar with the rule discovery, this could enhance learning autonomy and capability of self-study. 2. Students' capability to reason is stimulated and improved through this method of instruction. 3. The students are involved actively in the teaching and learning processes, which will reduce the boredom in learning grammar. 4. Since the students have to reason and to recognize the pattern of certain grammar items, it will encourage them to share their thoughts with their classmates.

Meanwhile, the disadvantages of inductive teaching method are as follow: 1. The application of Inductive instruction is time and energy consuming. This is true when the teacher has to guide the students to reason about the grammatical patterns of certain sentences. 2. There is always a possibility that a learner might come to wrong generalization of the grammatical patterns of certain sentences. 3. If the students' learning style is deductive, then this method can frustrate the students since the learning style is reversed. In conclusion, the advantages outweighs the disadvantages, therefore it is beneficial to apply this teaching method in passive voice instruction.

## RESEARCH METHODOLOGY

In this research, the researcher decided to apply quasi-experimental design. In this research, pre-test and post-test were given to both control and experimental, in order to measure the students' comprehension on passive voice. Different treatments were given to both control and experimental group. The design was as follow:

Table 2. Post-test Only Design

	X	O1
Control group	-	O2

Legends :

- O1 = post-test in experimental group
- O2 = post-test in control group
- X = treatment
- = no treatment

## Sample

In this research, the population of this research comprises the whole classes of eleventh grade students. The researcher used cluster sampling technique. The

sample was taken from the eleventh grade students at SMAN 1 Sungai Raya, Kubu Raya Regency. Students from XI IPA 2 were chosen as the experimental group and XI IPA 3 as the control group.

### **Instrument of Data Collection**

As for the data collection technique, the researcher decided to use measurement technique. The Instrument used in this research was multiple-choice test. The test was used to collect the data related to the effect of inductive teaching towards the mastery of passive voice on the students' side. The process of collecting the data was during the treatment and post-test which are held to the experimental group. In the other side, control group data were obtained from the first meeting until the post-test given to the student.

## **RESEARCH RESULTS AND DISCUSSION**

### **Research Results**

The sample in this research were 70 students which were divided in two groups, control group (XI IPA 3) and also experimental group (XI IPA 2). The number of students in XI IPA 3 was 35 students and in XI IPA 2 which received intervention, was also in the same number.

### **Students' Individual Score**

Based on the calculation, the total score of post-test in experimental group was 2550 and in control group was 2315. From those figures above, it was clear that the total score in experimental group was higher that of control group.

### **Students' Mean Score**

The mean score from pre-test, as for the experimental group was 70.29, meanwhile the score in control group was 68.86. The maximum score was 95 for

both groups and the minimum score was 50 for both groups. Here, the mean score of experimental group was higher than control group. After the treatment sessions were over, then post-test was given to both groups, the researcher computed the mean score for each group. The result from mean score of experimental group was 72.86 and mean score of control group was 66.14 where the maximum score in experimental group was 95 and for the control group was 85.

### **Standard Deviation**

The standard deviation (SD) is a measure of the extent to which the values in a distribution cluster around the mean. The value of standard deviation (taken from independent sample t test) from students' score in pre-test is 11.501 for experimental group and 12.071 for control group. In the students' score of post-test, standard deviation for experimental group is 11.394 and 11.186 for control group. Below is the table to describe the differences between both of group in mean score, standard deviation, etc.

Table 3. Students' Pre-test Score

	Description	
	Experiment group	Control group
Total	2460	2410
Mean	70.29	68.86
Standard deviation	11.501	12.071
Minimum score	50	50
Maximum score	95	95
Range	45	45

Table 3 describes the differences between both groups in their test score. The total score of the students in experimental group was 2460 which the mean score was 70.29 with standard deviation of 11.501. The lowest score was 45 and the highest score was 95. The distance between lowest score and highest score was 55. On the other side, control group showed the total score of 2410 in was 68.86 with standard deviation of 12.071. The lowest score was 50 and the highest score was 95. Based on the table, the range between lowest score and highest score was 50.

Table 4. Group Mean Comparison

	Experimental group	Control group
Total	2550	2315
Mean	72.86	66.14
Standard deviation	11.394	11.186
Minimum score	30	45
Maximum score	95	85
Range	65	40

Table 4 showed the differences between experimental group and control group in post-test. In the row of experimental group show the total scores was 2550 which the mean score was 72.86 and standard deviation was 11.394. The lowest score was 30 and the highest score was 95. The range between lowest and highest score was 65. In control group row, it shows the total score of the students was 2315 which the mean score was 66.14 with standard deviation of 11.186. The lowest score in control group was 45 and the highest score was 85. The range between lowest score and highest score was 40.

### Samples t-test

The aim of counted independent samples t-test was for comparing two groups. Here the score of post-test from experimental group and control group was used to count the independent sample t-test. The result of independent sample t-test computation was showed on the table below.

Table 5. Students' Post-test Description

		t-test for Equality of Means						
		Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post test	Equal variances assumed	6.044	.017	-.327	68	.744	-1.143	3.491
	Equal variances not assumed			-.327	58.076	.745	-1.143	3.491

Based on the table 5, independent samples t-test was conducted to evaluate whether control and experiment differed significantly on passive voice comprehension. From the table 4.6 (testing the difference between experimental and control groups on the test of passive voice), since the t value ( $-0.327 < t_{table}$  or  $-0.327 < 1.995$  which indicates that  $H_0$  accepted) and resulted in a Sig. (p) value was greater than the alpha ( $\alpha = 0.05$ ) or  $0.745 > 0.05$ . Based on the result of independent sample t-test, it showed the null hypothesis was accepted and the alternative hypothesis was rejected in this research. It means, there is significant difference in students' comprehension of passive voice tense between students who were taught by using inductive method and conventional method to the eleventh grade student of SMAN 1 Sungai Raya, Kubu Raya Regency in the academic year of 2017/2018.



From the explanations above, the researcher concluded that H<sub>0</sub> was accepted which means, there is significant difference between students' comprehension in passive voice and those who are taught with conventional teaching.

### **Effect Size**

To calculate the effect size of the implementation of inductive teaching method in passive voice instruction, the researcher used *Cohen's d* formula to find the result of effect size. Based on the calculation, the effect size was 0.604, which was categorized as medium level effect. Therefore, these quantitative findings strengthen the assumption that inductive teaching method is a convincing and feasible method to be used to teach passive voice.

### **Discussion**

From the quantitative data analysis, this study revealed that there is significant difference among the students' who were taught by using Inductive teaching method and conventional one. The students' understanding towards passive voice in experimental group differed greatly compared to their counterparts in control group. The researcher concluded that Inductive teaching method did give certain positive effects toward the students' comprehension in learning passive voice.

The above assumption is based on empirical evidence. Firstly, the positive results from quantitative data calculation taken from post-test data. This test was used to determine whether there was mean score difference between the experimental and control group or not. The researcher inferred from the quantitative data taken from experimental and control group, that it was clear the student in experimental group who were

taught by using Inductive teaching method outperformed their counterparts in control group during the post-test session.

Secondly, it was observed that the students who were taught by using inductive teaching method, were also more active during the treatment process. The researcher actively encouraged the students to reason and make example sentences about passive voice. That is the nature of Inductive teaching method. Such positive stimulants boost the students' motivation and cognitive ability to explore more about the passive voice structures. Inductive teaching method can develop and give a positive influence toward the students. As concluded by Hmedan (2016, p. 51) that the use of new method of teaching such as inductive teaching method in teaching grammar is beneficial to students. It does help the students to improve their knowledge in grammar. Although it may depend on the students' level, learning style, teacher and the school system.

In addition, the researcher observed that, when students were involved and actively encouraged to reason over the grammatical structure, in this case passive voice. They develop better interest and it contributes their efforts in learning the passive voice. The idea that if students pay attention or "notice" the pattern, example and explanation being taught to them in full concentration, this will lead to a long retention of memory and better understanding. This hypothesis proposed by Schmidt (2012), in its simplest sense, this hypothesis assumes that people will master what they learn only if they give full attention to a particular subject and vice versa.

On the other spectrum, the researcher also noticed another factor that

led to inductive teaching method to produce its results. First, new teaching method commonly attracted the curiosity from the students' side. The researcher noticed this during the teaching and learning process. The students would like to know how this new teaching method works. Consequently, their "noticing" nature is alerted, that resulted in better retention. Second, most of the students – until certain extent, have learned about verb changes (e.g from present verb to participle) or by memorization. This is proven to be very useful, since they did not have to consult the dictionary all the time. Third, since inductive teaching encourage the students to share information and can work in groups, the students can enrich their understanding about passive voice through group discussion and consultancy with their teachers.

In addition, another solid proof that inductive teaching method was effective was visible from the value of effect size calculation. This is also to answer the second research question, how strong the effectiveness of Inductive teaching method towards passive voice instruction is. Based on the calculation, the effect size was 0.604, which was categorized as medium level effect. Therefore, these quantitative findings strengthen the assumption that inductive teaching method is a convincing and feasible method to be used to teach passive voice. Also, the above empirical evidence gave answer to the second research question concerning the how strong the effectiveness of using inductive teaching method in passive voice instruction is. The answer is that this teaching method reached the medium level effect, which is quite effective.

Based on the result of data analysis and findings, the researcher concluded

that the implementation of inductive teaching method to the students' comprehension in passive voice is effective to the eleventh grade student of SMAN 1 Sungai Raya, Kubu Raya Regency in the academic year of 2017/2018.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on research discussion and findings, the researcher has several main concluding points. First, inductive teaching method could be used as an alternative way in teaching passive voice. This is shown in the previous chapter that the mean score of the experimental group was higher than the mean score of control group after the treatments implemented. It could be seen that there was significant difference of students' passive voice comprehension between control group and experimental group, where inductive teaching method was given as a treatment in experimental group. Second, the result computation on independent sample t-test was showed that p value is greater than  $\alpha$ . Last, the result of comparing between t value and t table that showed that t value was higher than t table. Finally, this research resulted in the conclusion that the implementation of inductive teaching method toward the students' comprehension in passive voice is effective.

### **Suggestions**

Based on findings and conclusion of the research, the researcher has some suggestions as follow:

1. The teacher should consider to utilize inductive teaching method in order to improve the students' understanding about the teaching of passive voice. This can be done by consistently

- encouraging the students to reason about the lesson being taught.
2. The teacher should keep adjusting his or her method with the current development in teaching pedagogy. When certain method does not seem to produce its results, the teacher should find another one.
  3. The students should improve their grammatical knowledge through practices. This can be done by doing a lot of grammar drills.
  4. For future researchers who intend to conduct a similar research, inductive teaching method with translation drills might be more effective to build the students' understanding about grammar, especially passive voice.

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