Students' perception through learning deductive and inductive in basic grammar

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Abstract:
The inductive-deductive learning model is a learning model begins by giving examples with the aim that students can identify, differentiate, then interpret, generalize and finally draw conclusions. The objective of this study is to know the students perception to the application of Deductive and Inductive learning in Basic Grammar. The method that writer use is a qualitative research. Subject of the research are students at second semester of English Department. The result of the study showed there are 4% (2 students) answer strongly disagree, 12% (4 students) disagree, 21% (7 students) agree, 29% (10 students) agree and like this statement, and 34% (11 students) strongly agree using deductive and inductive learning.

Keywords: perception, students, Inductive, deductive learning

There are some important variable in teaching-learning process, such as: the objective of teaching-learning, lecturer/teacher, students, learning processes, and learning arrangements. In the learning process, a lecturer/teacher have to know a good classroom management skills, it was the big reason a lecturer/teacher might be able to determine an appropriate method / model / strategy in the learning process (Slameto, 2010). A lecturer/teacher have to consider in choosing the good method / model / strategy with their students characteristics.

When a lecturer/teacher have known the students characteristic, he/she could create teaching learning more creative and enjoyable. A teacher / lecturer is required to have professional knowledge, skills and attitudes in providing learning to students.one of teaching learning that uses was Inductive-deductive learning model.

Inductive-deductive learning model is a learning model that collaborates between inductive learning models and deductive learning models. The inductive-deductive learning model begins by giving examples with the aim that students can identify, differentiate, then interpret, generalize and finally draw conclusions.

Giving of the principles of the contents of the lesson include The deductive approach, then it explained the form of its application or examples in certain situations. This approach explains the theoretical form of reality or explains things that are general to specific (Yamin, 2013 : 169).

The deductive approach is almost the same as the expository approach. Lecturer/teachers who use this approach start by mentioning the principles, or generalizations. He began by making statements relate some discoveries he had made or about information obtained previously. Then students are asked to use these statements on the problems they have (Sahabuddin. 2007 : 65). Deductive theory is providing information that starts from a certain speculative thought or thought towards the data to be explained (Ngalimun dkk. 2013 : 11). Inductive learning approach is an approach that starts with giving facts, cases, examples, or causes that reflect a concept or principle. Then students are guided to try hard to synthesize, discover and conclude the basic principles of the approach (Yamin, 2013 : 169-170).

The inductive approach is similar to discovery approach and inquiry approach. Teacher/lecturer who use the inductive approach begin by providing information that is not well structured and provided in various formats. Learners learn the information and relate it to the problem given. Joyce, Weil, & Calhoun (in Aunurrahman, 2009) also state some of inductive thinking strategies also describe the steps of developing the ability of inductive thinking; The first strategy is making concepts, including the calculation and registration stages, the stage of grouping and labeling or categorization. The second strategy, data interpretation includes the stage of identifying the relationship between data or problems, the stage of finding relationships, and the stage of making inferences. The third strategy, the application of principles which includes the stage of predicting consequences, explaining phenomena and testing the hypotheses.

The steps that must be taken in a learning strategy in an inductive approach, as:

a. The teacher chooses the concepts, principles, rules that will be presented with an inductive approach

b. The teacher presents specific examples, principles, or rules that allow students to estimate the general nature contained in the examples

c. The teacher presents evidence in the form of additional examples to support or raise estimates

d.   concludes, gives confirmation of some examples and then concludes from these examples and follow-up.

Deductive learning consists of four stages, below the explanation:

a.   The teacher starts with the rules of concept (conceit rule) or statements in which learning
b.   The teacher gives examples that verify the concept
c.   The teacher asks the students to find the characteristics of the concepts
d.   The students give some categories of examples given by the teacher

Basic grammar is one of subject that student have join in their classroom. As we have known if started learning English, we have to know some basic rules of the language. Basic rules that students have known is grammar. In studying basic grammar, students can create their own spoken and writing. The objective of this study is to know the students perception to the application of Deductive and Inductive learning in Basic Grammar.

RESEARCH METHODS

The method that writer use is a qualitative research. Subject of the research are students at second semester of English Department. There are 34 student. The instrument of data collection is observation and Questioners sheet. The writer used Likert scale in questionnaire of student. Descriptive research methods are used to describe systematically the facts or characteristics of certain populations or specific fields, in this case the actual and accurate field.

RESULT AND DISCUSSION

There are 17 questions in questioners. The result from questioners showed in the explanation below: Students who get questioner sheet have get deductive and inductive approach when they learned Basic Grammar. For the first grids, students the desire and courage show their interests, needs, and problems. The statements is I am happy with the Basic Grammar Course. there are 6% (2 students) disagree with this statement, 21% (7 students) agree with this statements, 56% (19 students) agree and like this statement, and 18% (6 students) strongly agree with this statements.

For second grid "The desire and courage to participate in preparatory activities learning process and continuation.". The statement "When my lecturer asks, I try to answer based on my knowledge" there are 6% (2 students) strongly disagree, 12% (4 students) disagree, 26% (9 students) agree with this statements, 29% (10 students) agree and like this statement, and 26% (9 students) strongly agree with this statements.

The third grid "Appearance of various efforts or learning creativity in undergoing and completing teaching and learning activities to achieve success " the statements used is "(If there are friends who can't answer questions, or are confused in answering, I try to help them with pleasure" there are 6% (2 students) strongly disagree, 15% (5 students) disagree, 26% (9 students) agree with this statements, 29% (10 students) agree and like this statement, and 26% (9 students) strongly agree with this statements.

The forth grid is "A great curiosity of students to know and do something new in the teaching learning process." The statement is "I always try to look for Basic Grammar courses apart from lecturers" number of students who was strongly disagree 6% (2 students), 15% (5 students) disagree, 18% (6 students) agree, 18% (6 students) agree and like this statement, and 44% (15 students) strongly agree with this statements.

The fifth grid "Creative participation in creating situations suitable for the continuity of the teaching and learning process." The statements "If there are friends who are not enthusiastic about learning, I try to encourage them to become more enthusiastic" number of students who was strongly disagree 6% (2 students), 12% (4 students) disagree, 26% (9 students) agree, 29% (10 students) agree and like this statement, and 26% (9 students) strongly agree with this statements.

The sixth grid "Efforts to foster and encourage students in increasing the enthusiasm of students actively participating in the learning process" the statements "Basic Grammar Course material is fun because it always provides examples based on reality" there are 6% (2 students) strongly disagree, 15% (5 students) disagree, 18% (6 students) agree with this statements, 18% (6 students) agree and like this statement, and 44% (15 students) strongly agree with this statements.

The seventh grid "Provide opportunities for students to learn according to the manner, rhythm and abilities of each in the teaching and learning process." The statement in this grid is The lecturer gives students the freedom to choose the right way of learning for themselves" there are 3% (1 students) strongly disagree, 15% (5 students) disagree, 21% (7 students) agree with this statements, 26% (9 students) agree and like this statement, and 35% (12 students) strongly agree with this statements.

The eighth grid "The ability to assist students in creating situations that are conducive to learning, develop a spirit of shared learning, and exchange experiences openly so that students engage actively and responsibly in teaching and learning activities" the statement "The lecturer always asks about the difficulties I have experienced to study and invites friends to discuss my problems together". The number of students who was strongly disagre 6% (2 students), 12% (4 students) disagree, 26% (9 students) agree, 29% (10

students) agree and like this statement, and 26% (9 students) strongly agree with this statements.

The grid "The objectives of the lesson as well as the concepts and content of the lessons are in accordance with the needs, interests and abilities of students" the statement "the lecturer always asks about the previous lesson before starting a new learning, and explains the purpose of the topic to be discussed" there are 6% (2 students) strongly disagre, 12% (4 students) disagree, 26% (9 students) agree with this statements, 29% (10 students) agree and like this statement, and 26% (9 students) strongly agree with this statements.

The grid, "A program that is not rigid in determining methods and media which students understand in the teaching and learning process" the statement "I understand easily the explanation related to the topic because the lecturer provides a real example "there are 6% (2 students) strongly disagree, 15% (5 students) disagree, 18% (6 students) agree with this statements, 18% (6 students) agree and like this statement, and 44% (15 students) strongly agree with this statements.

The grid "there are some varieties of Student learning activities" the statement "the varieties of student learning activities make them fun and enjoy learning" number of students who was strongly disagree 3% (1 students), 15% (5 students) disagree, 26% (9 students) agree, 24% (8 students) agree and like this statement, and 32% (11 students) strongly agree with this statements.

The grid "There is the courage of students to submit their opinions through questions or ideas both submitted to the teacher and to other students in solving student problems" the statement "Lecturers always respect to the students' opinions even though they are not true" there are 6% (2 students) strongly disagree, 15% (5 students) disagree, 18% (6 students) agree with this statements, 18% (6 students) agree and like this statement, and 44% (15 students) strongly agree with this statements

The grid "Learning resources in the form of written, human and students' own experiences" the statement "Lecturers always have a clear and easy source of learning" The number of students who was strongly disagree 9% (3 students), 9% (3 students) disagree, 21% (7 students) agree, 29% (10 students) agree and like this statement, and 32% (11 students) strongly agree with this statements.

The grid "Flexibility of time to conduct learning activities" the statement "The lecturer encouraged me to study together with other friends " there are 3% (1 students) strongly disagre, 12% (4 students) disagree, 24% (8 students) agree with this statements, 29% (10 students) agree and like this statement, and 32% (11 students) strongly agree with this statements.

The grid "Student learning activities are not limited in the classroom, but also outside the classroom" the statement "If there is material that is difficult for me to understand, I ask for an explanation from the teacher outside of class time". The number of students who was strongly disagree 6% (2 students), 15% (5 students) disagree, 18% (6 students) agree, 18% (6 students) agree and like this statement, and 44% (15 students) strongly agree with this statements.

The grid "Activities during the learning process" the statement "Lecturers provide assessments to students who are active and can answer questions in class" there are 6% (2 students) strongly disagree, 15% (5 students) disagree, 18% (6 students) agree with this statements, 18% (6 students) agree and like this statement, and 44% (15 students) strongly agree with this statements.

The last grid "Giving conclusions and responses behind the lecturer on student activity" the statement "Lecturers give conclusions and give responses to students who are enthusiastic about asking.' no students who was strongly disagree, 6% (2 students) disagree, 21% (7 students) agree, 56% (19 students) agree and like this statement, and 18% (6 students) strongly agree with this statements.

The result also supported bay interview, from the interview, some students also enjoy the material of basic grammar. They can help the other students to prepare the material. The writer also make group online to make easier learning process.

CONCLUSION

Based on the result above, the writer conclude the result on the students questioner sheet, there are 4% (2 students) answer strongly disagree, 12% (4 students) disagree, 21% (7 students) agree, 29% (10 students) agree and like this statement, and 34% (11 students) strongly agree with the question in the questioner sheet.

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