# THE USED OF INDUCTIVE APPROACH TO IMPROVE STUDENTS' SPEAKING IN PROFESSIONAL CONTEXT AT THE SECOND SEMESTER STUDENTS OF STKIP PGRI LUBUKLINGGAU

**Ayu Oktaviani[1]**
STKIP PGRI LUBUKLINGGAU

**Yulfi[2]**
STKIP PGRI LUBUKLINGGAU

damerayu13@gmail.com[1]

## ABSTRACT

The objective of the research was to find out how students' speaking in professional context at the 2nd semester of Stkip Pgri Lubuklinggau can be improved through inductive approach. The researcher used Action Research or classroom action research. The research conducted at STKIP PGRI Lubuk Linggau academic year 2014/2015. The research conducted to the students who took *speaking class* (Speaking for Professional context). The class consists of 34 students. The procedures of the actions were four steps as follows: *(1) planning, (2) implementing, (3) observing and (4) reflecting.* The findings of the strategy implementation were analyzed from the research instruments used, observation checklists, field notes, speaking test and Interview. There were thirty-four (34) students as the samples of class room action research. Based on the product of test, they were 30 of 34 students (88.24%) successfully passed the final of speaking test. Based on the interview of 34 students in second semester only 6 students who were still not confidence in speaking and there were 28 students  or (82.35%) who did not feel easily embarrassed when they spoke in the class especially in formal class. Based on the data above, this classroom action research succeeds to improve students' skill in speaking for professional context. It means that, inductive approach that has 6 steps, 13 meeting, and 7 topics was success.

*Keyword: speaking, professional context, inductive, approach*

## INTRODUCTION

Speaking skill is important due to the large number of students who want to study English in order to be to use English for communicative purposes. Today's world requires that the goal of teaching speaking should improve students'communicative skills because students can express themselves and learn how to use a language. Based on the Richards and

Renandya's (2004:23), a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The use of English among teenagers such as in seminars for youth or among middle-level workers in the workplaces and the use of English by radio announcers or television presenters can be easily found (Aziz, 2003:78). Today, individual need English in order to communicate with others at international forums. Accordingly, efforts need to be continuously made concerning quality improvements of English instruction in Indonesia.

In Contrast, many students in university level had difficulties to speak, especially in STKIP PGRI Lubuklinggau in academic year 2014/2015. The researcher found the problems that faced by the students. First, some students were by nature cautious or meticulous; others are sensitive and therefore easily embarrassed or upset if found to be in error or not understood or students had the problem in personality factors. Second was lack of vocabulary. Characteristics affect students' performance in the oral part of the lesson (Rivers, 1981:90). In psycholinguistic, speaking is a productive language skill. It is a mental process (O'Grady, 2000:21). Mental process also called as "a process of thinking". We use word, phrase, and sentences to convey a message to a listener.

To overcome the problem above, Using approach and technique are good way to solve that problem. The teacher or lecturer should be creative in developing their teaching learning process to create good atmosphere, to improve the students speaking skill, to give attention to the speaking components', and to make the speaking class more exciting. For this reason, the teacher should apply appropriate method and technique of teaching speaking. As we know that, there are many approach and technique that used in teaching speaking skill. In solving this problem we need match approach with the problem about Personality factors. Brown (2007:102) says that an approach was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method. In short, Brown (2007:105) stated that an approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Concerning the fact and reasons above, the researcher was interested in doing a research about using inductive approach to improve students' speaking in professional context at the second semester students of STKIP PGRI Lubuklinggau.

**LITERATURE REVIEW**

University is different with junior and senior high school level. Based on the syllabus of speaking for general communication (in academic year 2014/2015) at STKIP PGRI Lubuklinggau, the teacher focused on students' communication in the class and out classroom. It means that the students should be able to communicate as well as they can speak by using teacher guiding. It is deferent with junior and senior high school level; they focus on the text types especially in reading and writing.

Based on that reasons, the reseacher chooses the University level as the subject to conduct the research. It matches with the problem and syllabus of that university. Then, speaking in the class can be practiced by the individual and group of students. In individual, they have *story telling*, *describing things*, and *public speech* and in grouping they have *role-play*, *paper presentation*, *debates*, *small group /panel discussion* are interactional. Unlike group activities which have been given much attention in the literature, individual activities are usually listed as activities which can be taught in EFL speaking (Cahyono, 2011:34).

In solving the problems above, Rivers (1981:76) will answer the problems faces by the teacher or lecturer to make their students become active and good in speaking class. As we know that approach is kind of system to set the class. Based on the Rivers (1981:78), inductive approach has six points that will help the teacher, they are:

1. Students encounter a new structure in a meaningful context in dialogue.
2. Students encounter a new structure in a meaningful context in reading passage.
3. The teacher demonstrates the new structure through activity in the classroom, using, objects, pictures, action, sounds, or mime.
4. Students attempting to communicate spontaneously with each other need structure they do not know.
5. Students study example sentences and discuss regularities of structure they can observe in these sentences. Students listen to examples of the structure in use and then do guided written exercises which involve use the structure.

**The Implementation of Inductive Approach in Teaching Speaking**

Based on the Rivers (1981:79), the various ways in applying inductive approached may be summarized as follows.

1. Students encounter a new structure in a meaningful context in dialogue.
   a. The dialogue may be presented orally or accompanied by a filmstrip or pictures. The students practice use of the structure orally through

substitution and conversation exercises. They then establish a generalization or rule as a summary of what they have been doing.

b. They then try out what they can do with the new structure in variations of the dialogue, directed dialogue, chain dialogue, improvisation related to the dialogue, or games which force use of the structure.

2. Students encounter a new structure in a meaningful context in reading passage.

a. In the early stages, these are usually conversation in tone. Through question on the content of the passage, the teacher forces use of the structure. If it is obvious that students have not worked out how the structure operates, their attention is drawn to a paradigm, schematic explanation of the rule, or a statement of the rule with examples.

b. The improvises further examples of the structure in use in sentences related to the content of the reading. Students then do written exercises which contain vocabulary and situations drawn from the reading passage. Finally, they give oral reports or write original paragraphs on related subjects which draw on the structure just learned.

3. The teacher demonstrates the new structure through activity in the classroom, using, objects, pictures, action, sounds, or mime.

a. Students imitate the teacher's production and then demonstrate their comprehension by variations on what they have heard, demonstrating their meaning through action or other visual means.

b. If students have not fully grasped the workings of the structure, the teacher gives further oral examples which focus on the point at issue, or demonstrates its operation schematically on the chalkboard. Students continue to use the structure creatively in conversational exchanges or role-playing activities, built on situations which require use of the structure. (This is called *active grammar practice*)

4. Students attempting to communicate spontaneously with each other need structure they do not know.

a. The teacher supplies it. Other students need the same structure. The teacher supplies the structure again. Students attempt to use it, with the teacher correcting discreetly when they misuse it. Students continue to have recourse to the teacher on those occasions when they are not sure that they are using the structure appropriately. (Students may later refer to a textbook or programmed note to review what they have been using in class. This is usually an out-of-class activity)

5. Students study example sentences and discuss regularities of structure they can observe in these sentences. With the teacher's help they establish a schematization of the operation of the structure. They then do exercises, orally or in writing, in which they apply what they have just discovered.

6. Students listen to examples of the structure in use and then do guided written exercises which involve use the structure. When they have grasped the operation of the structure, they try using it in conversation with other students.

**RESEARCH METHOD**

Research method of this research was Action Research. Based on (Borg, Walter R, Gall, Meredith D, and Gall, Joyce P, 2007:45) Action research in education is a form of applied research whose primary purpose is to increase the quality, impact, and justice of education professionals' practice.

This research was collaborative action research (Latief,2010:156) where in conducting the research, the researchers was in group by two members. They are speaking for general communication lecturer and her self (researcher). This was because this research measured the students' achievement in speaking and to find out how can Inductive approach improve students' speaking in professional context at the 2nd semester of STKIP-PGRI Lubuklinggau. In relation to the research design, this study employed a Classroom Action research model developed by Kemmis and McTaggart which covered four steps, namely: *planning, implementing, observing and reflecting* (Kemmis and McTaggart, 1998:145).

The research conducted at STKIP-PGRI LubukLinggau academic year 2014/2015. The research conducted to the students who took *speaking class* (Speaking for Professional context) especially in second semester. The class consists of 34 students. The subject was chosen because of the facts that the students' skill in speaking at this semester had problem in personality factors and lack of vocabulary.

**FINDING**

The findings of the strategy implementation were analyzed from the four research instruments used, observation checklists, field notes, speaking test and Interview. The qualitative data on the teaching and learning process in terms of interaction between teacher and students were resulted from observation checklists, interview and field notes. Those were then confirmed with the analysis on the speaking test. The quantitative data on the student's achievements were generated from the scores they got both in daily exercise and speaking test.

The implementation of using Inductive approach to help students of STKIP PGRI LUBUKLINGGAU, especially in speaking for professional context to improve their speaking skill in this research was conducted in one cycle because the result of this cycle achieved the points that had been set in the criteria of success. This cycle was implemented in 13 meetings.

There were thirty-four (34) students as the samples of class room action research. Data of the research were taken from their activities in the class and speaking test. There were 30 of 34 students (88.24%) successfully passed the final speaking test. Data had been collected, in the form of speech in different topics.
They were:
1. *learning English for young learner*,
2. *the best school*, *good students*,
3. *gambling*, *child abuse*,
4. *prostitution*, and
5. *pedophilia*.

There were three points for criteria of success:

1. *The process of class observation (*At least 80% of the students are actively involved during the action).
2. *The product of speaking test* (At least 80% of the students pass the minimum passing score (75).
3. *Students' responses based on the interview* (At least 80% of the students give positive response toward the implementation of inductive approach in teaching speaking).

**The Students' involvement in the Teaching and Learning Process.**
At least 80% of the students are actively involved during the action. The students' are attitude (enthusiasm) during the application of inductive approach. The situations of the class are in terms of student-student interaction and student-teacher interaction. The students' are activity in doing the process of speaking for professional context. This first criteria was observation class. The researcher and her collaborator recorded the data in the form of video and field note. Based on that data, almost students showed that they had good communication to the teacher or the researcher. And the students also had courage in speaking in order to be able to speak in front of the class. In the first meeting, the students were shy to rise their hand up to ask the questions and answered the questions in the class. Because, the students were afraid doing mistakes and a single mistake. In the middle of meeting, the students were confident to perform their midterm test. In the last meeting, the most of students raised their hand up in order to be the first performer in the last speaking test. The data was showed in the form of video and field note. Based on the result of Interviewe sheet, in the last part of speaking for professional context class they felt more confident to be an active students. Because, spoke in front of the class was of their habitual.

**The Result of Speaking Test.**

At least 80% of the students pass the minimum passing score (75). The product of students' criteria of success was speaking test or performance test. This was individual test. The researcher gave the instruction to the students before they were speech individually. Based on the product of test, they were 30 of 34 students (88.24%) successfully passed the final of speaking test. Data had been collected, in the form of speech in different topics.

They were:

1. *learning English for young learner*,
2. *the best school*, *good students*, *gambling*,
3. *child abuse*,
4. *prostitution*, and
5. *Pedophilia*.

**Table 1** The Result of Speaking Test

| No | Description | Speaking Test Score |
|----|-------------|---------------------|
| 1. | The highest score | 90 |
| 2. | The lowest score | 66 |
| 3. | The mean score | 80.74 |
| 4. | Standard deviation | 5.930 |

**The Students' Attitude (Opinion) toward the Application of Inductive Aprroach in Speaking for professional class**

At least 80% of the students give positive response toward the application inductive approach in teaching speaking. The students' attitude (opinion) toward the implementation of Inductive approach in teaching speaking was very applicative. In this research, the researcher used interview guide to know the response. Based on the interview of 34 students in second semester only 6 students who was still not confidence in speaking and being volunteer in the class and there were 28 students or (82.35%) who did not feel easily embarrassed when they spoke in the class especially in formal class. They were not upset anymore when they had error in speaking. For the students who were still not confidence in speaking, they were interviewed by the member of the researcher. He found that the sixth students felt that they did not have enough vocabulary to speak and they were afraid when they made mistake in grammar. Based on the data above, this classroom action research succeeds to improve students' skill in speaking for professional context. It means that, inductive approach that has 6 steps, 13 meeting, and 7 topics was success.

From the data presented above, it could be concluded that the researcher could reach the Criteria of Success in terms of the process, the product, and the students' responses. As was presented in the previous subchapters, the average score of students' involvement during the implementation of Inductive approach in teaching speaking in 2nd semester of STKIP PGRI Lubuklinggau was more than 80%; there were 28 students or (82.35%) who did not feel easily embarrassed when they spoke in the class especially in formal class.

In other words, Rivers (1981), inductive approach that has six points could help the teacher to solve personality factors, they are:

1. Students encounter a new structure in a meaningful context in dialogue.
2. Students encounter a new structure in a meaningful context in reading passage.
3. The teacher demonstrates the new structure through activity in the classroom, using, objects, pictures, action, sounds, or mime.
4. Students attempting to communicate spontaneously with each other need structure they do not know.
5. Students study example sentences and discuss regularities of structure they can observe in these sentences. Students listen to examples of the structure in use and then do guided written exercises which involve use the structure.

In addition, the percentage of the students who passed the passing grade was also more than 80%. Based on the product of test, they were 30 of 34 students (88.24%) successfully passed the final of speaking test. Similarly, In the form of video, the students gave positive responses in improving their skill in speaking. It showed in the first- third meeting the students were shy to answer & ask the questions from the teacher and in processed of implementing the approach the students improve their skill to have discussion with their lecturer & classmate, the data can be seen in the form of video recorder. All in all, it could be concluded that in Cycle 1 the researcher could reach all the Criteria of Success; hence she did not need to go to the next cycle.

**DISCUSSION**

This research was aimed at examining the process of learning by using Inductive approach in improving students' speaking skill in professional context. The discussion is focused on the way of implementing Inductive approach as a combining strategy that can help the students learning English better in cooperative and independent learning. Inductive approach is a kind of approach in encountering a new structure in a meaningful context in a dialogue, in a reading passage, teacher demonstrates by using object, pictures, actions, sounds or mime and many other. The materials presented by using PowerPoint that made by the

teacher, media internet which can be utilized offline videos and real pictures, the teacher also demonstrated by her self the new structure through activity in the classroom, using, objects, pictures, action, sounds, or mime  indeed speaking is more interesting.

Based on (Rivers, 1981:78) many students have problem in personality factors. Characteristics affect students' performance in the oral part of the lesson. Some students are by nature cautious or meticulous; others are sensitive and therefore easily embarrassed or upset if found to be in error or not understood. The consideration for choosing Inductive approach for teaching speaking in professional context was based on several reasons. The implementation of Inductive approach for speaking professional context in university level at STKIP PGRI Lubuklinggau have attracted the students' curiosity to explore the activities that comprises those materials. Because in each activity provide with complete structure, language expression, the images, online and offline video etc. This could be concluded that the effect of the features on the motivation was good. Through the animation they could understand the material easier. Inductive approach was not only device that was used in this research. The students also used worksheets in each meeting to ensure the students' speaking skill. The worksheets were the functioned also as the means to recall the information and copy the important things in the materials.

Dealing with the Inductive approach that the students applied, the result of the students' assessment on the approach applied in speaking for professional context, after the treatment within 13 meetings proved an improvement on their awareness to be good speakers who employs some important strategies. Those include establishing speaking purpose, determining main idea, organizing information, and monitoring their skill.

**CONCLUSION**

The findings of this present research showed that the use of Inductive approach in teaching and learning speaking for professional context could solve the second semester students' problem in speaking skill. This can be seen from the students' improvement in three aspects that the students made. Those are the final result of the students' involvement in the class activity, the students' speaking test *(speech)*, and the number of the students who gave positive response in *structure interview* toward the implementing of Inductive approach.

Furthermore, the students' improvements in those three aspects were caused by the result of implementing steps of Inductive approach. The implementation of Inductive approach in teaching and learning process used the three phase technique (Pre speaking activities-Whilst speaking activities- Post

speaking activities) method and combined with six steps in applying inductive approach. The stages in implementing this strategy in every meeting were:

(1) The topic was *Telephoning.* Students encounter a new structure in a meaningful context in dialogue. The dialogue presented orally or accompanied by a filmstrip or pictures. The students practiced using of the structure orally through substitution and conversation exercises. They then establish a generalization or rule as a summary of what they have been doing. They then try out what they can do with the new structure in variations of the dialogue which force use of the structure.

(2) The topic was *Interview.* Students encounter a new structure in a meaningful context in reading passage. The teacher gave the copy of passage to read. In the early stages, these are usually conversation in tone. Through question on the content of the passage, the teacher forced using of the structure. If it is obvious that students have not worked out how the structure operates, their attention is drawn to a paradigm, or a statement of the rule with examples. The improvises further examples of the structure used in sentences related to the content of the reading. Students then do written exercises which contain vocabulary and situations drawn from the reading passage. Finally, they gave oral reports or wrote original paragraphs on related subjects which draw on the structure just learned.

(3) The topic was *presentation*. The teacher demonstrates the new structure through activity in the classroom, using, objects, pictures, action, sounds, or mime. The teacher gave the sample how to present a presentation in formal situation. Students imitated the teacher's production and then demonstrated their comprehension by variations on what they have heard, demonstrating their meaning through action or other visual means.

(4) The topic was *Group discussion.* Students attempting to communicate spontaneously with each other need structure they do not know. The teacher supplied it. Other students needed the same structure. The teacher supplied the structure again. Students attempted to use it, with the teacher corrected discreetly when they misuse it. Students continued to have recourse to the teacher on those occasions when they were not sure that they were using the structure appropriately. (Students may later refer to a textbook or programmed note to review what they have been using in class. This is usually an out-of-class activity).

(5) The topic was *meeting*. Students studied the example of sentences and discussed regularities of structure they could observe in these sentences. With the teacher's helped they established a schematization of the operation of the structure. They then did exercises, orally or in writing, in which they applied what they have just discovered.

(6) The topic was *Seminar*. Students listened to examples of the structure used and then guided written exercises which involved using the structure. When they grasped the operation of the structure, they tried using it in conversation with other students. In the last meeting of speaking for professional context, the teacher chose *Speech* for oral test because in speech the students performed individually and before they have speech, the teacher also gave the tips and instruction how to make a good speech. Those were the complete topics that have been applied in speaking for professional context class in second semester of English department STKIP PGRI Lubuklinggau.

**REFERENCES**

Aziz, E.A. (2003). Indonesia English: What's "det tuh"? *TEFLIN Journal,* 14 (I): 140-148.

Borg, W.R., Gall, M.D., & Gall, J.P. (2007). *Educational Research*. San Fransisco: Pearson Education, Inc.

Brown , H. D.(2007). *Teaching by Principles.* San Francisco: San Francisco State University.

Cahyono, B. Y., & Widiati, U. (2011). *The Teaching of English as a Foreign Language in Indonesia.* Malang: State University of Malang Press.

Kemmis,S., McTaggert,M. (1998). *The action Research Planner.* (3rd Ed.). Victoria: Deakin University.http://www.stanys.org/RT/Action%20Research%20Spiral.pdf http://www.infed.org/research/b-acties.htm accessed Desember 18, 2012 and http://wwwz.fhs.usyd.edu.au/arow/arer/004.htm accessed Desember 18, 2012.

Latief, M.A., (2010). *Research Methods on Language Learning an Introduction.* Malang: Universitas Negeri Malang UM Press.

O'Grady, W. (2000). *Contemporary Linguistic Analysis: An Introduction*: CoppClark LTD.

Renandya, W. A. (2004). Indonesia. In H. W. Kam & R. Y. L. Wong (Eds.), *Language policies and Language Education: The Impact in East Asian Countries in the Next Decade* (pp. 115-311). Singapore: Eastern Universities Press.

Rivers, W.M. (1981). *Teaching Foreign Language Skills.* Chicago, IL: The University of Chicago Press.