



## Research Article

# EFFECTIVENESS OF DEDUCTIVE AND INDUCTIVE METHODS IN TEACHING GRAMMAR IN LANGUAGE LEARNING CLASSROOM AT ELEMENTARY LEVEL

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## ABSTRACT

Importance of teaching grammar has been one of the most debated topics both among language learners and language teachers. Having agreed that grammar is important, researchers and educators have been arguing over which method should be used while teaching grammar. This empirical research investigates comparative effectiveness of inductive and deductive methods in teaching grammar at elementary level. 2 groups of 15 pupils who are studying at 5th grade has been chosen to answer the research questions. The researcher used pre-test and post-test as a research instrument. The result of the study showed that there is no significant statistical difference among grammar performance of both deductive and inductive groups.

## KEYWORDS

Inductive method, deductive method, grammar, academic performance, approach, grammar teaching.

## INTRODUCTION

Grammar was considered to be a main aspect in language learning for a long time since the beginning of foreign language learning. In fact, knowing the grammatical structure of the language was accepted as learning a second language. According to results of his empirical study, Ellis acknowledged (2006), grammar teaching can help students enhance both their language proficiencies and accuracy, facilitate the

internalization of the syntactic system of the second and foreign language, and supply the development of the fluency. In addition, grammar teaching can contribute to both acquired knowledge as well as learned knowledge. Grammar teaching was mainly conducted through deductive methods in early language learning in which students were introduced grammar rules explicitly by the teacher at the onset of

the lesson. Students are provided with grammar rules, new structures. The lesson often follows the PPP model where PPP refers to presentation, practice and production that occurs in step by step sequence. Later, in the 20th century, inductive approach was driven from the reform movement according to (Brinton, Celce-Murcia and snow, 2014). Inductive grammar teaching refers to the method which comes from inductive reasoning. In the language teaching settings, inductive method is presenting examples before grammatical rules which encourages students to induce the foreign language rule based on their language usage experience.

#### **LITERATURE REVIEW**

The effectiveness of deductive and inductive methods has been investigated in empirical studies. J.G.Mallia (1024) investigated adult learners' perceptions on inductive and deductive methods. 50 participants were involved in the study. Which randomly allocated into two groups of 13 and 24 students joined the second phase of the study. Pre-test was administrated on the topic of past perfect in both groups. 10 days later, all 50 students were tested on the use of past perfect in the form of gap-fill exercise. The results of the study revealed that a deductive approach with terse explanations, and aided by systematic use of concrete, meaningful examples during the procedure is successful and relates to learners' expectations (J.G.Mallia. 2014). Mohammad Akram Alzu'bi conducted a study in order to investigate the effectiveness of two methods in teaching grammar at university and elementary level. The sample consisted of 180 students, 80 at university level, 80 at elementary level. The design of the study consisted of pre-test in the form of grammar achievement test and relevant post-tests were conducted at the end of the treatment period. The result showed that there were significant

statistical differences ( $\alpha=0.09$ ) among the grammar performance of both groups due to inductive method (M.A.Albu'zi 2015).

#### **RESEARCH QUESTIONS**

What is the effect of inductive method on grammar achievement compared with deductive method at elementary level?

To what extent pupils prefer inductive method compared with deductive method?

#### **METHODOLOGY**

##### **Participants**

The participants of the study are 5th grade secondary school pupils who learn English as a foreign language. Number of participants are 30 who are randomly divided into 2 groups. All participants have basic knowledge of the language which was acquired at primary education. there is no English atmosphere outside the classroom therefore, pupils have the opportunity to practice their language skills only in the classroom.

##### **The venue of the research**

The study has been conducted at public secondary school in Fergana in 2022 among 5th grade pupils who learn English as a foreign language whose language skills are above A1. The research continued for an autumn term from the beginning of September till the end of the term.

##### **Instrumentation**

1. Pre-test was conducted before the treatment
2. Post-test was conducted after the treatment

#### **RESULTS**

## Procedure

Pre-test was designed in the form of multiple-choice questions for both groups in order to check their language skills specifically their knowledge on nouns and adjectives which are going to be taught during the experiment. For 2 months pupils were taught in two different groups, the first one by inductive method, the

second by deductive methods. 2 different textbooks were chosen according to the methods used. Round-up for elementary level was used for the first group, essential grammar in use for elementary level was used for the second group. At the end of the treatment period, post-test in the form of gap-fill exercises was administered.

## RESULTS

Descriptive Statistics

	group1	group 2
Valid	15	15
Missing	0	0
Mean	63.733	64.267
Std. Deviation	6.193	6.431
Minimum	55.000	55.000
Maximum	71.000	75.000

The statistics of the pre-test, depict that, pupils have a little awareness of nouns and adjectives in terms of grammar structure with highest score 71 in the first group and 75 in the second group out of 100.

Descriptive Statistics

	group1	group 2
Valid	15	15
Missing	0	0
Mean	73.733	78.467
Std. Deviation	5.738	5.951
Minimum	66.000	70.000
Maximum	86.000	86.000

Post-test results show that pupils grammar awareness have significantly improved in the given topics, from 55 being the lowest score rising to 66 in the first group. In the second group, the minimum was the same which increased up to 70 at the end of the term. Maximum score of pupils have also increased from 71 to 86 in the 1st group and from 75 to 86 in the 2nd group.

## DISCUSSION

As it can be depicted from two tables, it can be concluded that there is no significant difference in the pupils' achievement according to way of instruction. However, the second group performed slightly better scoring average 78 while the first group's average

score is 73. This result can be linked pupils' preference towards deductive method. Pupils' preference can be explained according to number of reasons. First of all, participants felt more confident after being given clear instructions and grammar rules. They made less mistake while practicing and produce more context on the given structure. However, inductive method group felt uncertain and unconfident to induce grammar rules on their own.

## CONCLUSION

This research is carried out to find out the effectiveness of inductive method in comparison with deductive method at elementary level. And participants preferences towards the way of teaching instructions. In regard to the results of the study, it can be concluded that there is no significant difference among the grammar performance of pupils who have been taught in inductive and deductive method. Pupils have slight preferences towards deductive grammar teaching as this method gives clear and precise language rules without pupils' inducing on their own.

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