



Learning Inductive Paragraph Writing Skills Based on Deductive Paragraphs Using a Constructivist Approach in Special Teaching Materials

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ABSTRACT

This study aims to describe: 1) the learning procedure of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials; 2) the learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials; 3) the similarity or at least of the learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials per sample group. The population of the study was the students of grade VII of Fajar Ilahi Bengkulu Integrated Islamic Middle School who participated in the learning. There were 31 students divided into two parallel classes. The sample of this study was as many as the population. To collect data on learning procedures, observation guidelines were used to determine the suitability between the RPP and learning activities. To collect data on learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials using a performance test instrument. A checklist was used to internally validate the learning implementation plan with the implementation of learning. Learning procedure data were analyzed thematically. Learning outcome data were analyzed using mean and percentage. The results of the study: 1) the learning procedure for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials involves 3 initial activities, 13 main activities, and 2 last activities; 2) the learning outcomes for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials reach a mean of 83.33; 3) the learning outcomes for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials for grade VII students of Fajar Ilahi Bengkulu Integrated Islamic Middle School are not the same per sample group.

Keywords: writing inductive paragraphs, based on deductive paragraphs, dual approach, special teaching materials

INTRODUCTION

Paragraph writing skills are important for students in grade VII of junior high school. This is because paragraph writing skills are the capital to be able to write narrative texts such as descriptive texts, explanatory texts, and expository texts. In other words, writing narrative texts is guaranteed to be successfully compiled if students have the knowledge and skills to write paragraphs.

Following the way of thinking, paragraphs are divided into deductive paragraphs and inductive paragraphs. Paragraph writers who think starting something from something universal,

namely something relatively general that ends with specific things, then the resulting paragraph is called a deductive paragraph. Paragraph writers who think by starting something from specific things that end with general things, then the resulting paragraph is called an inductive paragraph (Putrayasa, 2010:54; Razak, 2018:9; Razak, 1992:21).

As Indonesian language teachers, knowledge and skills in writing paragraphs need to be taught in regular learning in grade VII of junior high school. Learning applies a dual approach, namely the process skills approach and the individual approach.

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The process skills approach focuses on how students understand and write inductive paragraphs based on deductive paragraphs. This approach involves a test technique, namely training students to apply their knowledge of how to form an inductive paragraph from a deductive paragraph. Several scientific articles in online journals containing studies on the process skills approach that also involve test techniques were written by (Aryani & Achmad, 2024:731-744; Amalia & Artimis, 2024:643-652; Suyono, 2007:235-254; Amaya & Robo, 2024:793-800; Hasanah & Hasanah, 2024:701-714; Razak & Elmustian, 2024:761-774; Sabariah & Norisah, 2023:223-232; Rahayu & Sukmawan, 2024:41-52; Sari, 2023:111-120; Karisma & Azizah, 2023:775-786; Magvira et al., 2021:250-261; Haryadi, 2018:168-172; Santoso & Susetyo, 2018:147-153).

The individual approach emphasizes teaching strategies per student in the classroom. This means that the teacher facilitates students to understand and be skilled at writing inductive paragraphs based on deductive paragraphs.

Learning uses special teaching materials. Several materials are presented in it. First, the meaning and examples of deductive paragraphs containing 3 main sentences. The deductive paragraph involves 3 types of deductive paragraphs, namely: 1) mathematical topic procedure paragraphs; 2) prophetic topic argumentation paragraphs; 3) science topic description paragraphs. Second, how and examples of changing deductive paragraphs into inductive paragraphs through 3-option multiple-choice questions.

Based on the description above, it is necessary to conduct a study entitled 'Learning to Write Inductive Paragraphs Based on Deductive Paragraphs Using a Dual Approach through Special Teaching Materials.

- 1) How is the procedure for learning to write inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials?
- 2) How are the learning outcomes of writing inductive paragraphs based on deductive

paragraphs using a dual approach through special teaching materials?

- 3) Are the learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials the same for each sample group?

This article contains two research objectives. First, to describe the procedure for learning to write inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials. Second, to describe the learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials. Third, to describe the similarity of the learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials for each sample group.

The dual strategy in this article consists of two types of approaches. First, the process skills approach, namely a learning strategy that focuses on the use of systematic methods so that students gain knowledge and skills to achieve learning outcomes. Second, the individual approach, namely a teaching strategy that focuses on learning by facilitating individually per individual compared to classical learning. This can be done because the members in the study group are relatively small in number.

This research is useful from various specific perspectives. First, for colleagues, this article is useful because it can be used as discussion material regarding writing similar articles related to the use of special teaching materials. Second, for school principals, this article is also useful because it functions as supervision material for teachers in their own environment. Third, for the Indonesian Language MGMP, this article is also useful because it has the potential to be used as discussion material in MGMP meetings.

Relevant articles are found in online journals. Several articles are presented below:

- 1) Amaya, M., & Robo, A. (2024). Pembelajaran Menulis Paragraf Faktual



- Menggunakan Pendekatan Keterampilan Proses dan Teknik Tes Pilihan Ganda. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(6), 793-800. <https://doi.org/10.55909/jpbs.v3i6.647>
- 2) Hasanah, B. N., & Suhendar, D. (2024). Pembelajaran Keterampilan Menulis Paragraf Induktif Berbasis Paragraf Deduktif Menggunakan Bahan Ajar Pengayaan. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(5), 693–700. <https://doi.org/10.55909/jpbs.v3i5.639>
- 3) Banont, A. M. R., & Nur, B. (2024). Pembelajaran Keterampilan Menulis Paragraf Opini Menggunakan Metode Model dan Teknik Tugas Menyalin. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(4), 499–508. <https://doi.org/10.55909/jpbs.v3i4.614>
- 4) Arifin, M. B., & Wardani, Y. A. (2020). Pengembangan Media Audio Visual Menggunakan Contextual Teaching and Learning (CTL) dalam Pembelajaran Menulis Paragraf Narasi pada Siswa Kelas VII SMP. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(4), 373–384. <https://doi.org/10.30872/diglosia.v3i4.146>
- 5) Bilqis, A., Iswara, P. D., & Aeni, A. N. (2023). Pengembangan E-Book Interaktif untuk Meningkatkan Kemampuan Menulis Paragraf Argumentasi Kelas IV. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 6(2), 437-448. <https://doi.org/10.30872/diglosia.v6i2.628>

METHOD

This study uses a descriptive method. Through this method, the learning procedure is described and the learning outcomes of writing inductive paragraphs based on deductive paragraphs are described.

The study took place at Fajar Ilahi Bengkong Integrated Islamic Junior High School. This school is located in Bengkong Nusantara, Bengkong District, Batam City, Riau Islands Province.

The population of this study were grade VII students who took part in inductive paragraph writing learning based on deductive paragraphs using a dual approach through special teaching materials. There were 33 students divided into two parallel classes, namely class VII ihwan with 15 students and class VII ahwat with 18 students.

The sample was selected by simple random sampling of 26 students. The determination of this number is based on Slavin's formula, namely: $n = N : [1 + N(e)^2]$ with an error of 0.05 (Amin et al., 2023:34; Fraenkel et al., 2013; Razak, 2017:13; Santoso, 2023:34; Sukmadinata, 2012:19).

Table-1
Number of Population and Sample

No.	Groups	Population	Sample
1	Male Group	15	14
2	Female Group	18	17
	Total	33	31

Learning procedure data were collected using observation guidelines. The observation points are the suitability between the types of learning activities for writing inductive paragraphs based on deductive paragraphs contained in the RPP with learning activities in class VII of SMP Islam Terpadu Fajar Ilahi Bengkong.

Data on learning outcomes for writing inductive paragraphs based on deductive paragraphs were collected using test instruments. The test was designed using objective and systematic steps so that the requirements for content validity were met. Azwar (2013:19) and Fraenkel et al., (2012:191) state that to fulfill the content validity requirements of a test instrument, objective and systematic steps must be used to produce a test grid as a basis for writing test items.

The inductive paragraph writing test based on deductive paragraphs is compiled using seven steps. The steps end with the compilation of test items.

First, determine the number of sentences in the deductive paragraph that is used as the basis for writing the inductive paragraph. This article contains 4 sentences including one main sentence.

Second, determine the number of deductive paragraphs for the basis for writing the inductive paragraph. This article involves 6 deductive paragraphs.

Third, determine the type and topic of the paragraph. This article involves: 1) three paragraphs of mathematical topic procedures; 2) three paragraphs of prophetic topic descriptions.

Fourth, write the outline of the inductive paragraph writing test based on deductive paragraphs for grade VII students of Fajar Ilahi Bengkong Integrated Islamic Middle School. The outline of the inductive paragraph writing test based on deductive paragraphs is presented in a table.

Table-2
Outline of the Inductive Paragraph Writing Test
Based on Deductive Paragraphs

No.	Type of Paragraph	Paragraph	Sum of Sentence	Item
1	Mathematics Topic Procedure Paragraph	inductive	4-5	No. 1-3
2	Prophetic Topic Description Paragraph	inductive	4-5	No. 4-6
	Total			6

Fifth, write the inductive paragraph writing test items based on deductive paragraphs according to the inductive paragraph writing test grid based on deductive paragraphs. The test items are preceded by the 6 paragraphs below.

1) Mathematics Topic Procedure Paragraph-1

Inilah prosedur cepat menghitung secara manual bilangan akar $65 = 4.225$. Pertama, hitung nilai ribuan dan ratusan yakni 6 (pada 65) ditambah 1 konstanta sehingga menjadi 7. Kedua, kalikan 6 dengan 7 sehingga menjadi 42. Ketiga, bubuhi angka 25 konstanta di belakang angka 42 sehingga menjadi 4225. Keempat, lakukan penyesuaian penulisan bilangan menurut ejaan yang berlaku saat ini sehingga menjadi 4.225.

2) Mathematics Topic Procedure Paragraph-2

Inilah prosedur cepat menghitung secara manual bilangan $8 \times 12,5 = 100$. Pertama, gandakan bilangan 12,5 sehingga menjadi 25. Kedua, gandakan bilangan 25 sehingga menjadi 50. Ketiga, gandakan bilangan 50 sehingga menjadi 100.

3) Mathematics Topic Procedure Paragraph-3

Inilah prosedur cepat menghitung secara manual bilangan $9.999 \times 17 = 8.992$. Pertama, kurangkan 9 pertama dengan 1 pada 17 sehingga menjadi 8. Kedua, kurangkan 9 kedua dengan 7 pada 17 sehingga menjadi 2. Ketiga, tulis hasil prosedur-1 dan prosedur-2 sehingga menjadi 82. Keempat, sisipkan 9 ketiga dan 9 keempat pada 82 sehingga menjadi 8.992.

4) Prophetic Topic Descriptive Paragraph-1

Inilah rukun Islam. Pertama, mengucapkan dua kalimat syahadat. Kedua, mendirikan shalat. Ketiga, membayar zakat. Keempat, berpuasa di bulan Ramadhan. Kelima, menunaikan haji bagi yang berkemampuan.

5) Prophetic Topic Descriptive Paragraph-2

Inilah tindakan yang dilakukan oleh Khidir ketika Nabi Musa ikut serta dengannya. Pertama, saat perahu sedang berlabuh dan pemiliknya sedang pergi, dia merusaknya. Kedua, ketika dia bertemu dengan anak lelaki, Khidir membunuhnya. Ketiga, sewaktu dia sampai pada satu kaum pelit di sebuah negeri, dia berharap agar mereka dijamu tetapi penduduk negeri itu menolak. Keempat, Menjelang malam mereka rehat di gubuk reot, Khidir memperbaiki dinding rumah milik penduduk negeri itu (Katsir, 2012:401-402).

6) Prophetic Topic Descriptive Paragraph-3

Adalah Abu Lahab. Di mata kaumnya dia seorang pemimpin sangat terpandang. Dia disegani karena kedudukan dan harta. Akan tetapi, sesungguhnya putra Abdul Muthallib itu dihinakan Allah Taala karena saat masih hidup sudah



diberitakan bahwa dia penghuni neraka (QS, 111:1-6 dalam Katsir, 2008:567-568).

Question Instructions

Each inductive paragraph must have the same number of sentences as the question paragraph.

- 1) Write an inductive paragraph based on paragraph-1 above!
- 2) Write an inductive paragraph based on paragraph-2 above!
- 3) Write an inductive paragraph based on paragraph-3 above!
- 4) Write an inductive paragraph based on paragraph-4 above!
- 5) Write an inductive paragraph based on paragraph-5 above!
- 6) Write an inductive paragraph based on paragraph-6 above!

The checklist is used to internally validate the learning implementation plan with the implementation of learning. In addition, the score data for writing inductive paragraphs based on deductive paragraphs is also validated through the checklist.

The score for writing inductive paragraphs based on deductive paragraphs is obtained by using a scoring rubric. The total score is 47 with the details below.

First, paragraph-1. The main sentence at the end of the paragraph that contains the source paragraph is scored 4. Supporting sentence-1 is in accordance with the source sentence scored 1. Supporting sentence-2 is in accordance with the source sentence scored 1. Supporting sentence-3 is in accordance with the source sentence scored 1. Supporting sentence-4 corresponds to the source sentence with a score of 1. Total score 8.

Second, paragraph-2. The main sentence at the end of the paragraph that contains according to the source paragraph with a score of 4. Supporting sentence-1 corresponds to the source sentence with a score of 1. Supporting sentence-2 corresponds to the source sentence with a score of 1. Supporting sentence-3 corresponds to the source sentence with a score of 1. Total score 7.

Third, paragraph-3. The main sentence at the end of the paragraph that contains according to the source paragraph with a score of 4. Supporting sentence-1 corresponds to the source sentence with a score of 1. Supporting sentence-2 corresponds to the source sentence with a score of 1. Supporting sentence-3 corresponds to the source sentence with a score of 1. Supporting sentence-4 corresponds to the source sentence with a score of 1. Total score 8.

Fourth, paragraph-4. The main sentence at the end of the paragraph that contains according to the source paragraph with a score of 4. Supporting sentence-1 corresponds to the source sentence with a score of 1. Supporting sentence-2 corresponds to the source sentence with a score of 1. Supporting sentence-3 corresponds to the source sentence with a score of 1. Supporting sentence-4 corresponds to the source sentence with a score of -1. Supporting sentence-5 corresponds to the source sentence with a score of -1. Total score 9.

Fifth, paragraph-5. The main sentence at the end of the paragraph that contains according to the source paragraph with a score of 4. Supporting sentence-1 corresponds to the source sentence with a score of -1. Supporting sentence-2 corresponds to the source sentence with a score of -1. Supporting sentence-3 corresponds to the source sentence with a score of -1. Supporting sentence-4 corresponds to the source sentence with a score of -1. Total score 8.

Sixth, paragraph-6. The main sentence at the end of the paragraph that contains according to the source paragraph with a score of 4. Supporting sentence-1 corresponds to the source sentence with a score of -1. Supporting sentence-2 corresponds to the source sentence with a score of -1. Supporting sentence-3 corresponds to the source sentence with a score of -1. Total score 7.

Learning outcome data were analyzed using descriptive statistics. The statistical measures that correspond to this data are mean and percentage. The calculation process uses the excel application.

RESULTS

1. Learning Process

1.1 Learning Process in Initial Activities

The learning process of writing inductive paragraphs based on deductive paragraphs in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School involves 3 initial activities. The initial activities are:

- 1) students answer the teacher's greeting when the teacher opens the learning activity
- 2) students receive special teaching materials on learning to write paragraphs
- 3) students are facilitated by the teacher to fill in their names on the cover page of the special teaching materials

1.2 Learning Process in Main Activities

The learning process of writing inductive paragraphs based on deductive paragraphs in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School involves 13 final activities. The final activities are:

- 1) students are facilitated by the teacher to copy the description of the meaning of the paragraph in the blank field of the special teaching material
- 2) students are facilitated by the teacher to copy the description of the type of paragraph in the blank field of the special teaching material
- 3) students are facilitated by the teacher to copy an example of an inductive paragraph-1 which is arranged based on a deductive paragraph-1 in the blank field of the special teaching material
- 4) students are facilitated by the teacher to copy an example of an inductive paragraph-2 which is arranged based on a deductive paragraph-2 in the blank field of the special teaching material
- 5) students are facilitated by the teacher to copy an example of an inductive paragraph-3 which is arranged based on a deductive paragraph-3 in the blank field of the special teaching material
- 6) students are facilitated by the teacher to copy an example of an inductive paragraph-4 which is arranged based on a deductive paragraph-4 in the blank field of the special teaching material
- 7) students are individually facilitated by the teacher to be able to answer exercise question-1, namely writing an inductive procedure paragraph based on a deductive procedure paragraph-5 in the blank field of the special teaching material
- 8) students are facilitated by the teacher to be able to answer exercise question-2, namely writing an inductive procedure paragraph based on a deductive procedure paragraph-6 which deductive in the blank field of special teaching materials
- 9) students are facilitated by the teacher to be able to answer exercise question-3, namely writing a descriptive paragraph of an inductive prophetic topic based on a deductive procedure paragraph-7 in the blank field of special teaching materials
- 10) students are facilitated by the teacher to be able to answer exercise question-4, namely writing a descriptive paragraph of an inductive prophetic topic based on a deductive procedure paragraph-8 in the blank field of special teaching materials
- 11) students listen to the teacher's explanation who reflects on learning to write inductive paragraphs on the knowledge aspect of the paragraph
- 12) students listen to the teacher's explanation who reflects on learning to write inductive paragraphs on the skill aspect of the paragraph
- 13) students are instructed by the teacher to work on a set of inductive paragraph writing tests based on deductive paragraphs at the end of the special teaching materials



1.3 Learning Process in Last Activities

The learning process of writing inductive paragraphs based on deductive paragraphs in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School involves 2 final activities. The final activities are:

- 1) students submit special teaching materials to the teacher
- 2) students respond to the teacher's greeting when the teacher according to the learning activities

2. Learning Outcomes

The learning outcomes of writing inductive paragraphs based on deductive paragraphs in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School, Batam City, Riau Islands reached a mean of 38.68 or 82.29 percent. The standard deviation value is 3.691 for $n = 31$ (Figure-1).

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
data	31	38,68	3,691	0,663

Figure-1
Screenshot of One-Sample Statistics Value of Inductive Paragraph Writing Skills via SPSS

The one-sample t-value at the estimated mean of 38.50 is 0.268 at sig. 0.791 (Figure-2). Therefore, sig. 0.791 > 0.05 so that H_0 is accepted. This means that the observed mean of 38.68 is the same as the expected mean of 38.50. This value is quite high.

One-Sample Test				
Test Value = 38.50				
	t	df	Sig. (2-tailed)	Mean Difference
data	0,268	30	0,791	0,177

Figure-2
Screenshot of One-Sample Test Score of Inductive Paragraph Writing Skill Score via SPSS

3. Learning Outcomes per Sample Group

First, the mean of the learning outcomes of writing inductive paragraphs based on deductive paragraphs in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School for male classes is 38.43 with a standard deviation of 3.756. Second, the mean of the learning outcomes of writing inductive paragraphs based on deductive paragraphs in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School for female classes is 38.88 with a standard deviation of 3.740. That is the comparison of the mean values ??per sample group (Figure-3).

Group Statistics					
Groups		N	Mean	Std. Deviation	Std. Error Mean
data	Male	14	38,43	3,756	1,004
	Female	17	38,88	3,740	0,907

Figure-3
Screenshot of the Mean Value of Inductive Paragraph Writing Skills per Sample Group via SPSS

The independent sample t value is -0.336 on df 29 and sig. 0.740 (Figure-4). Therefore, sig. 0.740 > 0.05. Thus, H_0 is accepted. This means that there is no difference in the learning outcomes of writing inductive paragraphs based on deductive paragraphs per sample group.

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	-0,336	29	0,740	-0,454	1,352
Equal variances not assumed	-0,335	27,823	0,740	-0,454	1,353

Figure-4
Screenshot of One-Sample Test Score of Inductive Paragraph Writing Skill Score via SPSS

DISCUSSION

This article is limited to inductive paragraph writing skills based on deductive paragraphs. This skill is relatively easy because students write on

the available deductive paragraphs. This condition is believed to be more complicated than the skill of writing deductive paragraphs independently.

Inductive paragraph writing skills based on deductive paragraphs are closely related to students' reading skills. This means that without the skill of reading deductive paragraphs, inductive paragraphs cannot be constructed by students. Harjasujana & Damaianti (2013:19); Razak (2018:49) stated that reading skills are basic capital for students when participating in learning that uses written sources.

Writing inductive paragraphs based on deductive paragraphs is one of the many ways of teaching to achieve the goal of inductive paragraph writing skills. Another potential way is to provide:

- 1) several main sentences to be selected as the basis for developing inductive paragraphs;
- 2) several topics to be selected as the basis for developing inductive paragraphs (Yulaeha & Handayani, 2024:173-180)
- 3) several images to be selected as the basis for developing inductive paragraphs (Delfiana, 2024:451-464)
- 4) free writing; without providing main sentences or paragraph topics and also without pictures (Rostina, 2023:87-95)

CONCLUSION

First, the learning procedure for writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School involves 3 initial activities, 13 core activities, and 2 final activities.

Second, the learning outcomes of writing inductive paragraphs based on deductive paragraphs using a dual approach through special teaching materials in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School reached a mean of 81.22 above the target of 75.00.

Third, there is no difference in the learning outcomes of writing inductive paragraphs based

on deductive paragraphs using a dual approach through special teaching materials in class VII of Fajar Ilahi Bengkong Integrated Islamic Middle School reached per sample group.

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