INVESTIGATING CLASSROOM INSTRUCTION IN GRAMMAR CLASS USING INDUCTIVE APPROACH

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Abstract

This study investigated whether the implementation of inductive approach increases students' achievement in teaching grammar at the seventh grade students of SMP N 16 Cirebon. Richards et al, 1985 in Chalipa 2013 often said that Inductive approach is learning in which learners are not taught rules directly, but are left to discover - or induce - rules from their experience of using the language; Ke (2008, p.1) stated that inductive approach helps students to rediscover their subconscious knowledge of English grammar and gives advantages such as makes the sentence well-formed and grammatical competence, actively involves students in their grammar learning process, and helps students to understand. This study employed quasi experimental design. The finding supported the research hypothesis that inductive approach is potential for students' achievement in learning grammar, especially Inductive approach made classroom atmosphere actively, it seem when inductive approach was implemented in teaching and learning process, almost students have enthusiasm to answer the question

Keywords: *Inductive Approach, Teaching Grammar*

Introduction

Writing as one of the four language skills (listening, speaking, reading and writing) has always formed part of syllabus in the teaching of English (Harmer, 2004 p. 31). This study would examine one of important aspects in learning, it is writing. Based on pre – observation, the writer found that grammar was the most difficult lesson in English, from the test of validity, the average score of student in one class which contains 35 students was 5,0 and proved that the score was out of standard competency. It could be serious problem as in every level of education, because grammar must be taught in every material and chapter, such as preposition, tenses, or article. Widodo (2006) claimed that Grammar shows the characteristic in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL). Meanwhile, there are many arguments for putting grammar in the foreground in second language teaching, for example, the

sentence – machine argument, it means that grammar is regularities in language and knowledge of regularities provides the learner with the purpose to generate a potentially enormous number of original sentences Thornbury (2002). Eventually, in as much as without a good knowledge of grammar; learners' language development will be severely limited because in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns.

According to Ur (1999) in Widodo (2006), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. Therefore, teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use. For most English teachers, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication both written and spoken (Ellis, 2002 in Widodo, 2006). Furthermore, in pre - observation, the writer found that teachers need approaches to aid in teaching grammar, so that they can integrate grammar structure into other language skills that the goal of learning language is finally achieved.

In several studies (Kuder, 2009; Chalipa, 2013; Widodo, 2006), offer the variety of communication to teach language skill. There are theories on teaching grammar instruction such as

deductive and inductive approach. Inductive approach is known as a "bottom up" approach (Chalipa, 2013). Students discover grammar rules while working through exercises. In her study, inductive approach affects the final score, although students learned worse on short – term by inductive approach. Those are why the writer conducted the use of inductive approach in teaching grammar to discuss in this study. As the problem to be discussed, the study was attempted to investigate if the use of inductive approach in teaching grammar potential affected students' achievement in learning English grammar.

Previous Studies

Kontozi and Kouratou (n.d.) used different two classrooms by two teachers (the experimenter). A pre-test was given to the students to determine their language abilities. The results of the pre-test confirmed that the students were not familiar with the grammatical phenomenon, mean score for both classes on the new structure is 40%. It also showed no significant differences between the levels of the two groups. Kontozi and Kouratou decided to use the same material for both approaches with the purpose of controlling any factors that could endanger the comparison of each method such as difficulty of the text. There were two experimenters conducting the research. It was considered appropriate to use two different teachers for two different approaches to ensuring that every point supporting or opposing a particular method eliminated. In inductive activities, teacher had to focus their

attention to the grammatical phenomenon under learning process without informing the rule, which is demanding and wasting time.

The same result comes from Ke (2008. His purpose is how to make a native English speaker or English learner become aware of this subconscious knowledge and to bring it to consciousness. In his discussion, a native speaker of English without formal grammar training can speak well-formed English sentences and can make grammatical judgments about English sentences, but he or she may not be able to give a conscious explanation of why a given sentence is grammatical or ungrammatical. Ke (2008) gives us situation when a native speaker of English without formal grammar training is asked to check the grammaticality of a given sentence, then the teacher asks why this sentences is ungrammatically, the native's answers are because it doesn't sound right; because he doesn't feel comfortable about it; or because that is not the way we speak. Clearly, these answers are not explanations about the grammatical or ungrammatical because they do not tell us anything about sentence formation or sentence structure of the given sentence. Therefore, the most important job in teaching English grammar is to make them aware of this subconscious knowledge of theirs and to convert it into a conscious knowledge. The students have to realize that learning grammar is about focus on the rules.

The early study came from (Henry, Evelyn and Terence n.d) with the title "Examining the Effectiveness of Adopting an Inductive Approach to the Teaching of English Grammar" which took the level of students start from bright students, average students, and weaker students, where each level contains 2 students. His finding is inductive approach effective for brighter students. The brighter students are more capable to follow the inductive instructions. Henry et al, also stated that adopting the inductive approach to Chinese learners still faces a lot of challenges such as; they have already developed their own learning style for adult (Henry, et al n.d, p.1). Haight, Herron and Cole (2007) investigated the effectiveness of deductive and guided inductive approaches for teaching grammar in college French classrooms. In their journal with the title "The Effects of Deductive and Guided Inductive Instructional Approaches on the Learning of Grammar in the Elementary Foreign Language College Classroom" conducted forty seven second semester French students were taught eight grammatical structures which were decided into two parts, four with a deductive instructional approach and four with a guided inductive instructional approach. They used a quasi experimental in their research, took pre- and post-tests to measure the long- and short-term gains in grammatical knowledge for each condition.

Haight, Herron and Cole (2007) defined the deductive approach began with the analysis of the targeted grammatical structure. The instructor stated the rule and then illustrated it with sample sentences written on the board. This rule statement and brief illustration were followed by the

students using the structure in an oral practice session. Meanwhile, the inductive approach in their study began with the students using the targeted grammatical structure in the same oral practice session that the students had completed in the deductive condition. Unlike the deductive condition, at no point in the guided inductive condition did the participants receive explicit explanation of the rule from the instructor. Instead, learners, with instructor assistance, analyzed the same sample sentences featured in the deductive condition rule illustration

The guided inductive approach used in this study combined characteristics of both the guided inductive model (Herron &Tomasello, 1992) and the PACE (presentation, attention, construction, and extension) model (Adair-Hauck, Donato, Q Cumo-Johanssen, 2005). As in the Herron and Tomasello model for teaching grammar inductively, the participants in this study were asked to orally complete fill-in-the-blank sample sentences using the grammatical structure in question after an oral contextualized practice session. Similar with the PACE model's construction stage, the instructor asked the students leading questions about the use of the structure in the contextualized oral examples they had practiced. The students, in turn, orally verbalized their responses, received feedback from the instructor, and acquired their own meaning of the grammatical structure's use and form.

to teach grammar in the beginning-level foreign language classroom.

Writing and Grammar: Instruction

Davison and Dowson (2003) described that there are four main teaching subjects in English; listening, speaking, reading, and writing. Teaching writing is useful for improving students writing skill and easy doing with little preparation. However, teachers focus on the result of writing, because the product of writing tasks is more important than the process to create them. Davison and Dowson (2003, p.145) wrote:

> The teacher is the audience for school writing. The teacher's main function in assessment is to check technical accuracy, students can improve their technical accuracy by mimicking correct forms introduced to them by teachers adopting this copy editing role.

Grammar is a study of what forms are possible in a language and also a description of the rules that govern how a language's sentences are formed (Thornbury, 2002 p. 1). Grammar guides student to write correctly based on the form and the rules which have been agreed. Moreover, grammar is a process to make sentences clear and accepted.

Wyse and Jones (2001, p. 161) argued that grammar is used prescriptively and descriptively, prescriptively is used to prescribe how language should be used while descriptively is used to describe how the language actually is used. It means that the prescriptive is focus on the rules which apply to the language but the descriptive is interested in describing

how the language actually is used rather than how it ought to be used an account of the relationship between words in a sentence. In the point of this definition what the student has to do is to look for regular patterns of word use in the language, and give labels to them. However, some of the relationships are pretty complicated, and describing them is not easy.

There are some points that grammar as a reason why grammar puts in the foreground in second language teaching (Thornbury, 2002 p. 15). First is the sentence machine, it is a point where we need to learn some pattern and describe the regularities in language. The second is the fine tuning argument, the grammar has function as a corrective against the kind of ambiguity. For example, *five years ago I would want to go to India but in that time anybody of my friends didn't want to go*, the example argued that speaker would like to go to India as his or her dream, the meaning is ambiguous because his or her dream disappear after he knows that nobody want to go there or he choose other country. The third is fossilization argument, learners who receive no instruction seem to be at risk of fossiling sooner than those who receive instruction. The fossiling here is an action when you speak less without subjunctive. Lewis as cited in Thornbury (2002) said that grammar is not basis of language acquisition. However, the points as quote by Thornbury engage the learners to make up their minds against the grammar better.

In every writing activity students make sophisticated choices of vocabulary, grammar, emphasis and register in order to achieve the right pattern. However, the use of appropriate way will reflect students as a good writing or speaker. Ellis (2002) as cited in Widodo (2006) stated that for most English teachers, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication both written and spoken. In the result of learning, teaching grammar will produce ESL/EFL who has good competence in language skill.

Inductive Approach

Antony (1963) as cited in Richards & Rodgers (2001) defined approach as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. Thus, an approach describes future steps which related by input or output.Thorn bury (1999) in Henry (n.d) said that foreign language methodologists and teachers have long debated whether deductive or inductive teaching yields better outcomes for second language acquisition. Each of them carries both strengths and weaknesses. Inductive that is, students are led to induce, or guess, the rules. In a typical lesson, the teacher asks, what hopefully meaningful, interesting questions of members of the class in hopes of preparing a context for the target structure.

Methods

This study was an experimentwhich used quantitative perspective.Fraenkel, Wallen and Hyun (2012, p. 269), experimental research is one of the most powerful research methodologies that researchers can use. The design of the study was quasi experimental design.

Population and Sample

The writer took the population of the research in the seventh grade students of SMP N 16 Cirebon. The writer used cluster randomized sampling in this study due to the effectiveness of collecting data.

The Instrument

The writer used the instruments to get data such as test. In this study, the writer gave pre − test and post − test to know students' achievement before and after given treatment by inductive approach. The test was given after they had received treatment to know whether students' grammar ability increased or not through inductive approach. Every grammar-test is begun with a desire to obtain the information about how well a student knows grammar to explain the meaning in some situation where the target language is used. Purpura (2004 p. 100) said that some of the most important factors that affect grammar-test scores are the characteristics of the test itself. The writer arranges the question in the test to make it systematically done. The constructing test items are as follow:

Table 3
The constructing test items

Part I (**Fill in the blank by using am/is/are)**			
No	Description	Questions	Answers
1	Identify the use of be (am, positive)	1	am
2	Identity the use of be (is, positive)	2,3,4	is
3	Identify the use of be (are, positive)	5,6	are
4	Identify the use of be (am, negative)	7	am not
5	Identify the use of be (is, negative)	8	Is not
6	Identify the use of be (are, negative)	9	Are not
7	Identify the use of be (am, interrogative)	10	am
8	Identify the use of be (is, interrogative)	11,12	is
9	Identify the use of be (are, interrogative)	13	are
Part II (**fill in the blank by using correct verb form**)			
10	Identify the use of Verb 1 (positive)	14,15,16	Wear, watch, passes
11	Identify the use of Verb 1 (negative)	17,18	Doesn't come, don't check
12	Identify the use of do or does (interrogative)	19,20	Does

Analyzing the Data

The writer used two technique of collecting data, there were observation and testing.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\bar{x}_1 - \bar{x}_2}$$

t = the t test statistic

$\bar{x}_1$ = mean of one group

$\bar{x}_2$ = mean of the second group

$s\bar{x}_1 - \bar{x}_2$ = standard error of the difference in means.

Findings

Based on the data above, it shows that there was an influence of the student's result. $t_{account}$ is as the result of pre-test and post-test in experiment and control class; and t $_{table}$ is as significant level for educational research. The writer compared t_{table} and $t_{account}$ to accept the hypothesis. If t $_{account}$ >t $_{table,}$ the hypothesis was accepted. The result of the post-test of experiment class was higher than the result of the post-test of control class. Therefore, the writer concluded that inductive approach increase students' achievement in learning grammar.

Discussions

Ke (2008, p.1) stated that inductive approach can help students to rediscover their subconscious knowledge of English grammar and bring it to consciousness. Inductive approach gives advantages such as makes the sentence well-formed and grammatical competence, actively involves students in their grammar learning process, and helps students to understand. Kontozi and Kouratou (n.d) added Inductive

approach lets the students have the feeling of discovering on their own which is rewarding, more active in the classroom, they do not only focus on grammar but also they will see the communicative aspect of the language.

Based on the result of research findings, it could be seen that teaching grammar by using inductive approach increases students' achievement. McMillan and Schumacher formula were used to find out whether the final test score is significantly different or not. Based on pre – observation, the writer found that grammar was the most difficult lesson in English, from the test of validity, the average score of student in one class which contains 35 students was 5,0 and proved that the score was out of standard competency, the writer found also that teachers need approaches to aid in teaching grammar, so that they can integrate grammar structure into other language skills that the goal of learning language is finally achieved. From The results of McMillan and Schumacher formula and pre observation, indicate that the experimental class post-test scores are significantly different from the control class post-test scores, thus the hypothesis alternative of this study is not rejected. In other words, The result of students score in experimental class improved significantly after the treatment.

Suggestions

Inductive approach can be used as one of the alternative technique in teaching grammar, especially in simple present tense. English Teacher who would like to apply inductive approach

in their classes must be well-aware that preparation before teaching is very important, because it can determine the success of teaching and learning process. Teacher should understand the important role that they have in classrooms to create a good learning environment. Teacher also has to pay attention into media and instrument for inductive approach. Because, inductive approach focuses to the application.

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