

# CHAPTER I

## INTRODUCTION

### 1.0 Overview

This chapter presents 1) Research Background, 2) Problem Identification, 3) Scope of Research, 4) Research Questions, 5) Research Objectives, and 6) Research Significances.

### 1.1 Research Background

The inclusion of grammar seems to be not able to be denied in learning and acquiring language. Grammar seems to be important to be taught in learning. Mastering grammar can be used as foundation to language learning. Grammar in learning usually known as pedagogical grammar. Grammar can be used as the instrument to fulfill the learner's outcome in the learning (Hos & Kekec, 1997). The roles of grammar teaching can be identified through process of learning in the classroom. It becomes become the main subject of the discussion for foreign learners (Graus & Coppen, 2015). Grammar's role in learning such as grammar accuracy, grammar influence on achievement, grammar in emphasizing the meaning and context take the important part in learning.

Grammar is defined as structure of word, sentence, and meaning of language (Saengbon, 2017). Grammar is referred to the correct constructions of word, punctuation, phonetic system, and syntax of the sentence's structure (Uibu & Liiver, 2015). In the focus of middle school, new innovation has been released that grammar should be focus on the context first rather than the forms. Uibu & Liiver (2015) state that grammar is set of from and structure that can be found in the language. Howev

grammar which is emphasizing on the forms is called as traditional grammar or deductive grammar. In teaching and learning grammar should be emphasized on the simple rules or form that easy to be remember. The form or rules should be not given in the first but should be found by the learners through the examples given. In other words, derived from these definitions, grammar can be defined as set of form and structure of word, punctuation, sentence, and meaning of the language that should be focused on the context before the simple form given.

Sense to understand someone through experience is underlined by at least diagnosing. The word diagnosing refers to people's opinion or perception about something. Perception states the interpretation or idea about something. According to Ward, Grinstein, & Keim (2019), the terms of perception define as manner of represent recognizing and perceiving the information of knowledge accepted. Teacher's belief on the effective strategies for teaching grammar inductively will be emphasized in this research. Teacher's perception or belief seems to be important to know in order to build up the grammar competence for learners. Teacher's belief is referred to what teacher think about inductive approach in teaching grammar. Simply, teacher's experience and knowledge on inductive grammar become the significant role in the language learning (Önalın, 2018).

The discussion on how grammar should be learned can be seen on Stephen Krashen theory. In his theory of second language acquisition, it requires the basic understanding about language acquisition (Krashen, 1982). The term of language acquisition refers to the natural process which is linking to subconscious process in learning. The concept of language acquisition which stated by Krashen consist of five learning hypotheses. Those hypotheses are highly known as the point in

Krashen's theory. The Acquisition-Learning hypothesis and The Input Hypothesis in Krashen theory are the most linked to discussion of grammar. The Acquisition-Learning is known as the essential part of Krashen's theory. Based on Krashen, the acquisition-learning consist of two system namely "the acquired system" or acquisition and "the learned system" or learning. The acquired system refers to the subconscious process of learning which concentrated not in the form of the utterances but mostly about communicative interaction. While the learned system is referred to the formal instruction which producing conscious knowledge. Therefore, Krashen's view toward the roles of grammar that acquisition is more significant than learning (Schutz, 2018). Based on the hypothesis, Krashen states that a deductive approach which refers to the use of teacher-centered is producing the learned system. Moreover, an inductive approach that refers to student-centered approach is producing the acquired system. Krashen's statement on how grammar should be learned and taught based on language acquisition is not concerned with the form or the grammatical rules but with the message delivered and understood (Krashen, 1982)

Moreover, learning hypothesis namely The Input Hypothesis is emphasizing on how the learners acquires the language. This hypothesis is concerned on the acquisition in natural order. Rendering to this hypothesis, learner' input is described must be taught beyond their current level. Consequently, it doesn't have to be explicit or deductively. This hypothesis argued that learners could acquire the language through enough comprehensible input (Krashen, 1982). Krashen statement on how grammar should be learned and taught based on the need of comprehensible input is belong to a crucial and important fragment to produce

the language by preparing and emphasizing on the communicative, not forcing (Krashen, 1982)

It can be designated that both of learners and teacher play a significant role to implement grammar in learning and how they are deceiving themselves. In this case, language learning is highlighting on the acquired system or acquisition than the learned system or learning. Along with the Krashen's learning hypothesis, it can be proved that inductive approach in teaching grammar is noteworthy than deductive approach.

As aforementioned above, the discussion of this study focused on the explicit grammar, particularly inductive approach. In cases, the discussion of inductive approach had been compared with deductive one. According to Obeidat & Alomari (2020), deductive approach denotes to the term of teacher-centered approach in which the teacher clarifies the material of grammar by introducing and explaining the detail of grammatical formula to students. Deductive approach is associated on the instruction before practice. Moreover, Dhiorbháin & Duibhir (2017) states that deductive approach refers to the demonstration of grammar rules at the beginning session which is followed up by students' application on rules. Whereas the flow track of the deductive approach is from general to specific. On the other hand, inductive approach known as "noticing" (Bezuglova, Ilyasova, & Beisembayeva, 2019). The term "noticing" is refers to the students who become active learners or active agent or active informational, acquiring, rearranging, and determining the examples given (Sirazieva, Fakhrutdinova, Kamasheva, & Leikin, 2017). It means that inductive approach focuses on the indirect explanation, discovered rules, and enables students to focus on use (Obeidat & Alomari, 2020).

In this vein, some researchers have been arguing the advantages and disadvantages of these approaches. The critics for inductive approach emphasizing on the learners' failure on discovering the rules by themselves. To make them succeed in learning, both of teacher and learner should take more time for the preparation. Instead of the critics, there are some advantages of inductive approach which makes this approach is suitable to be applied in grammar context such as; (1) It keeps students' brain active in the way of figure out how grammar is constructed, (2) It gives teachers chance as a facilitator to notice students' question and error. However, the advantages of deductive grammar can be seen on the teacher explanation toward the grammatical rules. The teacher is acted as information given rather than a facilitator. Nowadays, the current issues for deductive approach are argued inappropriate for applying in teaching grammar. Sometimes, the rules are easy to forget and learners can lose focus on the lesson because uninteresting activity given. In fact, learner seems to have the deep integration of knowledge through some activities and practice in learning (Dhiorbháin & Duibhir, 2017). Concerning with deductive approach, the learners tend to be passive agent which haven't space for expressing and practicing in real-life world.

Current studies have discussed and recommended several approaches in teaching grammar. Some of them are belong to traditional and contemporary approach. Those studies were aimed to exploring the effectiveness of inductive and deductive approach in grammar. Some of studies (Gorat & Prijambodo, 2013; Alzu'bi, 2015; Sharandeeep & Niwas, 2016; Benitez-correa, Gonzalez-torres, & Ochoa-cueva, 2019) revealed that the use of inductive approach was more effective than deductive one. Other studies (Ana & Ratminingsih, 2012; Ahmadzai &

Katawazai, 2019) claimed there was no significance difference between two approaches. In contrast, some of the result indicate that deductive approach was more effective (Sik, 2015; Negahdaripor & Amirhassemi, 2016).

A few studies about deductive and inductive approach have been conducted in local and international areas. The result showed that there was three big result of the two approaches applied in teaching grammar based on the population chosen such as the inductive approach was claimed more effective than deductive approach, there was no significant difference between both inductive and deductive, and deductive was exposed better than inductive. In terms of those research, the use of deductive and inductive could be significant used in different subject and also equal in their effectiveness.

In this case, the context of this study is emphasizing on the perception of the teacher toward the important components in English language called as grammar. Grammar is denotes as crucial part in teaching and learning about systematical word and sentence in language (Saengbon, 2017). Several studies (Ana & Ratminingsih, 2012; Gorat & Prijambodo, 2013; Alzu'bi, 2015; Sik, 2015; Negahdaripor & Amirhassemi, 2016; Sharandeeep & Niwas, 2016; Benitez-correa, Gonzalez-torres, & Ochoa-cueva, 2019) have been conducted same research about the use of inductive approach in teaching grammar to learners and provide insufficient evidence for teachers' perception. Moreover, the use of inductive approach seems to be supported by Krashen's hypothesis which means inductive was considered more significant to use in grammar learning. Even more scarcely is evidence on the perception of teacher who use deductive approach as a routine, on using inductive approach found in some contexts. This may actually provide interesting findings.

Based on the preliminary observation that have been conducted by the researcher in SMPN 3 Sawan, it was found that some teachers were used lecturing technique in teaching grammar. It means that the teachers were implementing deductive approach which supposed to be a traditional method in grammar teaching. A deductive grammar known as an approach which is stressing on the formation of the rules. In the observed school, the implication of this approach was having problem on students' memorization. The students also got confuse toward the explanation caused by the lack of interaction between students and teacher.

It shows that the observed school named SMPN 3 Sawan seem to use traditional method in teaching grammar especially for the teachers observed. The observation had been conducted during the research's process for this study. In the observation conducted by the researcher's experience in SMPN 3 Sawan, it was exposed that more than one teacher were using deductive approach in teaching grammar. It can be revealed that there were some teachers who implement a conventional way in the real application of teaching grammar as subject and needed more chance in expressing their opinion. Consequently, starting from the problem, this proposal was departed. The interesting case was obtained by conducting the observation to the subject of the research. Due to the weaknesses result of the use of inductive approach in teaching grammar to beginners,(Ana & Ratminingsih, 2012; Gorat & Prijambodo, 2013; Alzu'bi, 2015; Sik, 2015; Ahmadzai & Katawazai 2019) and found teachers who seem to apply deductive approach in teaching grammar, this study stressed on a case in junior high school. Along with Krashen's hypothesis, this research focused on the teachers' perception toward the use of inductive approach in teaching grammar as Foreign Language.

This study was further interested to investigate teacher's perception toward the exclusiveness of inductive approach in teaching grammar. The urgencies of conducting this research was that to find out the perception of teacher who use deductive approach frequently in teaching grammar. It was urgent because of several reasons, namely, 1) There is limited information on teachers' perception of the use inductive grammar for teacher in Indonesia, 2) Teachers is a need to know how teachers with deductive grammar teaching routine perceive inductive grammar teaching. By conducting this research, some interesting finding were expected 1) gaining data about teachers' perception toward the use of inductive approach in teaching grammar from the teachers who used deductive approach; and 2) answering the research questions. Therefore, because of the preliminary observation, the researcher decided to choose SMPN 3 Sawan as the setting of this study based on the case happened with the teachers observed. This study not only observe perception from deductive teacher but also from the one who do inductive teaching. Thus, it allows us to see any differences or similarity exist. Conclusively, the teacher's perception toward the use of inductive approach in teaching grammar for EFL learners in SMPN 3 Sawan was urgent and essential to be conducted.

## **1.2 Problem Identification**

The problem of this research was identified from preliminary observation which indicates that grammatical structure was taught deductively in schools by the observed teachers. Meanwhile, the teachers have to move from the use of traditional method which can affect students' ability in understanding the rules of grammar. Several studies exposed limited information on teachers' perception of teaching by

using inductive approach (Alhaysony, 2017; Polat, 2017; Önalın, 2018). Even if, the limited information on the perception on inductive approach by teacher who use deductive approach seems never been conducting. It indicates that not many researchers have been conducting about teachers' perception on the use inductive approach in teaching grammar.

The discussion on grammar was proposed by Krashen on the roles of grammar in teaching which denotes to the use of traditional method which not suitable for students' acquired system. Moreover, the contextual problem of this study was found a teacher at SMPN 3 Sawan seem to use deductive approach more routine in teaching grammar. It revealed that teacher's strategy in teaching grammar at SMPN 3 Sawan was emphasizing on learned system. Consequently, the teacher could be the perfect subject for this research that aims to unravel the perception of teacher with deductive grammar teaching routine on inductive grammar teaching. This study may fill the gap of studies on grammar teaching that have been done up to now. The teacher who used deductive approach in teaching grammar was the subject in this study. This study not only observe perception from deductive teacher but also from the one who do inductive teaching. They were asked about the perception toward the use of inductive approach in grammar teaching. Thus, it allows us to see any differences or similarity exist. By way of, the teachers' perception on the use of inductive approach which belong to acquired system in teaching grammar was conducted in SMPN 3 Sawan.

### 1.3 Scope of Research

This research was a qualitative research with case-study research. This research was conducted in SMPN 3 Sawan, located in Buleleng, Bali, Indonesia. This research was conducted in order to describe teachers' perception of the use of inductive approach for teaching grammar as foreign language and explain the factors and problems which can be a challenge for teachers in teaching grammar.

The teacher involved were limited into several teachers in junior high school. The teachers in junior high schools was potential to be researched because they were experienced on emphasizing grammar in teaching as Foreign Language. The research focused can be seen in the following research questions.

### 1.4 Research Questions

Based on the aforementioned problem identification, the research questions were formulated as follow:

- (a) How do teachers who use deductive approach perceive the idea of using inductive approach in teaching grammar?
- (b) What are the factors affecting the application of inductive approach in teaching grammar?
- (c) What are the obstacles faced by teachers which can be a challenge for teachers in teaching grammar using inductive approach?

### 1.5 Research Objectives

In relation to the research questions stated above, the objectives of this research were as follow:

- (a) To describe teachers' perception toward the use of inductive approach in teaching grammar especially for the teachers who use deductive approach.
- (b) To describe the factors affecting the application of inductive approach in teaching grammar.
- (c) To explain the problem which can be a challenge for teachers in teaching grammar using inductive approach.

## **1.6 Research Significances**

This research was expected to be able to give several contributions in terms of theoretical significance as well as practical significances for the teacher, students, schools and other researchers.

### **1.6.1 Theoretical Significance**

By conducting this research, it was expected that the theory of perception proposed by expert can be strengthened because the evidences of the theory can be found through this research.

### **1.6.2 Practical Significance**

This research expected to be able to transfer in wider context of education especially in practical contribution for students, teachers, schools, and researchers.

#### **(a). For Students**

By conducting this research, it was expected that students can use this occasion as a suggestion for their grammar learning.

**(b) For Teacher**

By conducting this research, it was expected that the results can be used to assist the teacher to improve the teaching composition and teaching style that can attract the students in grammar learning.

**(c) For School**

By conducting this research, it was expected that the school, can use the result of this research as an input and such a review to improve the quality of the school.

**(d) For Other Researchers**

By conducting this research, it was expected that the other researchers can use the result of this research as a source of information and reference for conducting similar researches related to the field of perception.

