

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Sanggam Siahaan, English is very important and needs much concern. As an international language, almost all countries included Indonesia used and taught English at school.¹ In addition, Rajalakshmi also stated that English grammar is a piece of communication or conversation. Because it is based on Latin, Greek, and Sanskrit. All these classical languages were studied and analyzed in great details by scholars.² Based on statements above, English grammar holds a central place in language teaching. Grammar has an important part in language education. This can explain why grammar still has a space in current language course-book materials. Moreover, how grammar should be taught has been discussed for a century.

Furthermore, Rajalakshmi stated that a language-especially grammar-is learnt not by learning its rules but by actually practicing it.³ Scott Thornbury also said, in teaching grammar, the teacher should use all possible methods of conveying its rules, not limiting himself to one particular method of instruction.⁴

¹ Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008, p. 2.

² K. Rajalakshmi, *Effective Ways to Teach English Grammar*,
www.teachingenglish.org.uk/blogs, 2011.

³ *Ibid.*

⁴ Scott Thornbury, *Inductive and Deductive Approach to Teach Grammar* (based on *How To Teach Grammar*), www.jezykangielski.org, accessed on February 17, 2011, t.d.

Even experts on language teaching like Stephen Krashen as cited by Esther Berendse stated that “The effects of grammar teaching are peripheral and fragile.”⁵ Since grammar is often believed to be one of the most challenging aspects of a language to both teach and learn, students and teachers need methods that are effective in grammatical structures.

Most significantly, a preferable alternative is inductive teaching and learning. According to Esther Berendse, an inductive approach focuses on the student ‘noticing’ the grammar rule him or herself without being made explicitly aware of it.⁶ Likewise, Michael J. Prince and Richard M. Felder said that the inductive approach begins with specifics such as set of observations to interpret, a case study to analyze, or a complex real-world problem to solve.⁷ The researcher assumed that this method makes the students become an active partner in the classroom. They become the discoverer of rules and usage of grammar.

Similarly, Prisna P. and Premin Karavi defined the inductive approach as an approach in which learners are not taught grammatical rules directly but are left to discover rules from their experience of using the language.⁸ Also, Chomsky as cited by Wong Chi Ho Henry suggests that an inductive approach can help

⁵Cited from Esther Berendse in, *A Comparison Between the Effectiveness of Inductive and Deductive Instruction in the L2 English Classroom in a L1 Dutch Environment*, Utrecht University, 2012, p. 3-4, t.d.

⁶ Esther Berendse, *A Comparison Between the Effectiveness of Inductive and Deductive Instruction in the L2 English Classroom in a L1 Dutch Environment*, Utrecht University, 2012, p. 3-4, t.d.

⁷ Michael J. Prince and Richard M. Felder, “Inductive Teaching and Learning Method: Definitions, Comparisons, and Research Bases”, *Journal of Engineering Education*, April 2006, p.123.

⁸ Prisna Phuttasupa and Premin Karavi, “Effects of Inductive Approach on Teaching Grammar in the Writing Course”, conveyed at The 2nd International Conference on Humanities and Social Sciences, Faculty of Liberal Arts, Prince of Songkla University, April 10th 2010, p.2.,t.d.

students to rediscover their knowledge of English grammar as it is acquired through abstracting a set of grammatical rules rather than through imitation.⁹ Above all, the inductive method can make students learn how to self-dependent in obtaining knowledge especially English grammar.

On the other hand, some scholars such as Ausubel and Carroll as cited by Azmi Adel Mohammed and Hanna Abu Jaber indicated that the inductive approach was too difficult for weaker or slower students, and that only brighter students were capable of discovering the underlying patterns of a structure. But the results of Shaffer's research indicated that weaker students get benefit from an inductive approach. Younie also stated that students tend to remember when learning occurs inductively.¹⁰ The researcher believes that an inductive method leads to better understanding and retention.

The reason why the researcher wants to conduct this experiment because teaching grammar today does not give any good results to the students. The students must memorize many grammatical rules but then they forget it. The students never get a chance to explore the rules by themselves. This way is more effective than giving the rules and memorize them. It is only make the students do not free to express their knowledge.

Because of the reasons above the writer is motivated to conduct a study entitles: "The Effect of Inductive Method on Grammatical Use of the Second Grade Students at MTs. Islamiyah Palangkaraya."

⁹ Cited from Wong Chi Ho Henry, dkk., in, *Examining The Effectiveness of Adopting an Inductive Approach to the Teaching of English Grammar*, Ning Po College, p. 178-179.

¹⁰ Cited from Azmi Adel Mohammed and Hanna Abu Jaber in, "The Effects of Deductive and Inductive Approaches of Teaching on Jordanian University Students' Use of the Active and Passive Voice in English," *College Student Journal*, Part B, Vol. 42, Issue 2, June 2008, p.3.

B. Problem of the Study

Do the students taught using Inductive Method apply better grammar than those taught without Inductive method?

C. Assumption of the Study

There are two assumptions in the study. The assumptions as follow:

1. The achievement of the second grade students at Mts. Islamiyah Palangkaraya in grammar will increase with applying Inductive Method.
2. There are differences of the second grade students at Mts. Islamiyah Palangkaraya in grammar with and without applying Inductive Method.

D. Limitation of the Study

The study belongs to an experimental study. It is only done to measure the effect of using the inductive method, especially the effect of using the inductive method in teaching learning grammar process. The study is limited to the second grade students of Mts. Islamiyah Palangkaraya.

E. Objective of the Study

The objective of this study is to measure the effect of using the inductive method, especially the effect of using the inductive method in teaching learning grammar process.

F. Hypothesis

A research hypothesis can be defined as ‘a tentative explanation that accounts for a set of facts and can be tested by further investigation’, as we mentioned earlier. In experimental research, we traditionally look at two distinct types of hypotheses: the null hypothesis and the alternative hypothesis. The

alternative hypothesis is the one we want to be true, the null hypothesis is the opposite.¹¹ Hypothesis is a predict answer of research's question.¹² The hypothesis is a powerful tool in scientific inquiry. In this study, there are alternative hypothesis (Ha) and null hypothesis (Ho).

1. Alternative hypothesis (Ha)

There is significant effect of using Inductive Method toward student's grammatical use at second grade students at Mts. Islamiyah Palangkaraya.

2. Null hypothesis (Ho)

There is no significant effect of using inductive method toward student's grammatical use at second grade students at Mts. Islamiyah Palangkaraya.

G. Significance of the Study

The study has theoretical and practical significance. Theoretically, the study is aimed at testing of grammar especially related to the use of inductive method in English teaching. Furthermore, the study is to prove the inductive method can be applied as the effective way in teaching English, especially on the grammar.

Practically, the study is as the way to improve the students' grammar ability of the second grade students at MTs. Palangkaraya, as one of the alternative way that can be used by English teachers in teaching grammar.

¹¹Daniel Muijs, *Doing Quantitative Research in Education*, London: SAGE Publication Ltd, 2004, p. 16.

¹²Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif Teori dan Aplikasinya*, Jakarta: Raja Grafindo Persada, 2006, p.108.

H. Definition of the Key Terms

1. An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).
2. The inductive method is a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context.
3. Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.