# CHAPTER II

# REVIEW OF RELATED LITERATURE

Review of related literature consists of previous studies, inductive method, grammar, and teaching of grammar in junior high school junior.

## A. Previous Studies

The researcher presents some previous studies that deal especially with related to this research. It is not easy to find some related literatures because research about this method is not much.

The research entitled, Implications of an Inductive versus Deductive Approach to SLA Grammar Instruction by Emily Kuder. In her result study stated that following the inductive and deductive lessons in the experimental and control groups respectively, both groups were administered a final assessment in order to evaluate their acquisition of the grammar structure up to that point. The results of the final assessment favored the experimental group. In most cases, the experimental group received an equal or higher average score than the control group, though very few results were statistically conclusive.

Second, the research entitled Examining the Effectiveness of Adopting An Inductive Approach to the Teaching of English Grammar by Wong Chi Ho Henry and friends. The paper reports on a research study investigating the effectiveness of adopting an inductive approach to the teaching of English grammar with six Secondary 1 students. The subjects, after learning how to use Wh-question words,

were given a fill-in-the blanks test and a sentence-production test with a view to its effectiveness. A follow-up group interview with all the six subjects was conducted to explore students' feelings towards the inductive learning approach. The findings show that the brighter students (mean score: 6 out of 7) benefited more from the inductive approach then the average (mean score: 3.5) or weaker (mean score: 2.5) students. In the interview, five out of the six interviewees responded that they preferred the inductive approach more and found it more effective in learning English grammar.

And the last research entitles Comparative Study on Teaching Simple Present Tense by Using Deductive and Inductive Grammar Teaching Methods : A Case Study at Sutia English Course, Pontianak by Febriyanti. Based on the statistic results, the researcher did not find any differences in ability and intelligence between 1A and 1B students when the pre test was conducted. But after the post test, the researcher found the differences in ability and intelligence between 1A and 1B students. The 1B's students got the high score above the average, whereas the 1A's students got standard score or average. This research proved that Inductive Grammar Teaching Methods was better than Deductive Grammar Teaching

## B. Inductive Method

### 1. The Definition of Inductive Method

According to Paul Kaye, inductive method also referred to as the scientific method, is a process of using observations to develop general

principles about specific subject. He also said that inductive learning is the process of 'discovering' general principles from facts.[11] Based on statements above, the researcher concludes that inductive method is a more modern way of teaching because it involves discovery techniques and the focus is on usage rather than rules. In a language classroom, an inductive method involves getting learners to discover rules and how they are applied by looking at examples.

Furthermore, using the inductive method, the teacher can present the students with a specific challenge or problem, such as a real-world problem that needs to be solved. The students must use their base-knowledge to investigate, test, analyze and to get their conclusion. The role of teacher is to guide them in discovery if necessary and to provide more opportunities to practice.

## 2. The Characteristics of Inductive Method

As a method, inductive method also has some characteristics to differ it from another methods.

Here are some characteristics of inductive method according to International Teacher Training Organization : first, the inductive method is student-centered and allows learners to become involved in the language they

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[11]Paul Kaye, *Presenting New Language*,www.teachingenglish.org.uk, accessed on March 17, 2012.

are studying. Second, new grammatical structures or rules are presented to the students in a real language context.[12]

Based on some characteristics above, the researcher can conclude that the inductive method can render great service to teachers who have problem with keeping their students disciplined and concentrated. This also increases students' motivation because they can work out the rules from examples by themselves. It makes them attentive, more actively involved in-and confident and enthusiastic about the learning process. Moreover, the students learn the use of the structure through practice of the language in context, and later realize the rules from the practical practice.

3. **Common Techniques in Inductive Method**

According to Prince and Felder, inductive teaching methods come in many forms and with many names such as:

a. **Inquiry-based learning**: Students are presented with a challenge which will require knowledge that has not been completely covered. The challenge may come in a question that needs a solution, an observation that needs to explained, a data set that must be analyzed or a hypothesis that must be tested.

b. **Discovery learning**: Students are presented with a challenge and left to work out the solution on their own. Students learn to use trial and error to analyze and resolve their findings. The instructor may

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[12]International Teacher Training Organization, *Inductive Approach and Deductive Approach in TESOL*, www.teflcertificatecourses.com, accessed on March 20, 2012.

provide limited feedback. In these situations, this process is referred to as "Guided Discovery."

c.   **Problem-based learning**: As the name suggests, the students are presented with a real-world problem that needs to be solved. Problem-based learning generally incorporates collaborative learning by placing the students into teams. Collectively they formulate and evaluate their various solutions, select the best choice and present their argument for that solution. In problem-based learning students have not previously received the necessary background instruction and emphasis is not on a correct answer but on the investigative process.

d.   **Project-based learning**: Students are presented with an assignment that requires that they design or produce a deliverable. The final product may be a formal written or oral presentation of their processes and outcomes. Project-based learning can be assigned to individuals or teams. Unlike problem-based learning, this style of inductive learning provides the student with the necessary background knowledge and is focused more on the solution.

e.   **Case-based learning**: Students are presented with real-life scenarios, or cases, in which they hypothetically assume various roles. The cases tend to be very well structured filled with elaborate details to incorporate many of the variables real-life problems contain. Students learn to apply material that has already been

covered in class and is somewhat familiar. Case-based learning can be assigned to individual students or to teams.

f.  **Just-in-Time Teaching**: Students are presented with conceptual questions at the beginning of class. These questions are usually done in an electronic or web-based mode so they can be accessed immediately. The teacher then uses the findings of that exam to adjust the lesson and address misconceptions the students may have about the subject content. This method is classified as inductive because the students are being asked questions about material they have not yet studied. This method is used primarily in higher education.[13]

In addition, the reseacher can see that all the techniques begin with a challenge, a real-world problem, an assignment or cases. Those are presented by teacher for students. They need to analyze, resolve, investigate, even hypothesize to get their own solution. Almost all the techniques are good for students and suitable for experiment of the researcher except Just in Time Teaching. This method is an electronic or web-based mode and also used primarily in higher education.

4.  **Grammar in Inductive Method**

According to Scott Thornbury, when it comes to inductive method of presenting grammar instruction, it succeeds almost in every area where

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[13]Michael Prince and Richard Felder, "The Many Faces of Inductive Teaching and Learning", *Journal of College Science Teaching*, Vol. 36, No. 5, March/April 2007, p.14-17.

deductive method fails.[14] Al-Kharrat also stated that the inductive approach is particularly attuned for learners who like pattern-recognition and problem-solving challenge.[15]

H. Douglas Brown stated that in most contexts, an inductive approach is more appropriate because,

a). It is more in keeping with natural language acquisition (where rules are absorbed subsconsciously with little or no conscious focus).

b). It conforms more easily to the concept of interlanguage development in which learners progress, on variables timetables, through stages of rule acquisition.

c). It allows students to get a communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanations.

d). It builds more intrinsic motivation by allowing students to discover rules rather than being told them.[16]

Above all, the researcher thinks that inductive method is really useful for students and also for teachers in learning grammar. The students can focus on the use of language without being held back by grammatical rules that can inhibit their fluency. The use of this method

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[14]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.

[15]Mohammed Y. Al-Kharrat, "Deductive & Inductive Lessons for Saudi EFL Freshmen Students," The Internet TESL Journal, Vol. 6, No. 10, October 2000, p.1.

[16]H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy, Second Edition,* London : Longman,2001, p.365.

has been noted for its success in foreign or second language classroom world-wide. It may helps the teacher to vary and organize the lesson, in order to keep classes interesting and motivating for the students.

Moreover, learners can improve their learning when they are aware of what they are doing, how they are doing it,and what possibilities are available to them. Inductive method can make grammar lessons enjoyable. They will able to acquire the grammar in an easier manner.

**5.  Comments to Inductive Method**

**a.    The Strenghtnesses of Inductive Method**

According to Paul Kaye, inductive method has some strenghtnesses, those are:

1) It moves the focus away from the teacher as the giver of knowledge to the learners as discoverers of it.

2) It moves the focus away from rules to use – and use is, after all, our aim in teaching.

3) It encourages learner autonomy. If learners can find out rules for themselves then they are making significant steps towards being independent. We can take this further by letting learners decide what aspect of the language in a text they want to analyze.

4) It teaches a very important skill – how to use real/almost-real language to find out the rules about English.

5) It can be particularly effective with low levels and with certain types of young learners. It enables these students to focus on use, not complex rules and terminology.

6) If the teachers use authentic material as the context, then learners are in contact with real language, not course book English.

7) The teachers can exploit authentic material from a wide range of sources to present the target language.

8) The rules and structures students discover are often more valid, relevant and authentic than in a deductive approach, as they can be drawn from real use of English.

9) The action of discovery helps learners remember.

10) It reflects the acquisition process that children learn by, i.e. Being in contact with the language and using it, then finding rules and applying them to new contexts.

11) This kind of task – and the independence it fosters - is stimulating and motivating for many learners.

12) This approach naturally encourages more communication, as learners need to discuss language together.

13) The teachers are able to respond better to the needs of the learners. For example, the teachers can clearly see and address problems with understanding of a certain rule or item

of lexis as learners go through the process of identifying and analyzing it.

14) The teachers can support and encourage new learning styles and strategies. For example, this kind of approach is good to develop reflective learning and learning in groups, and encourages the strategy of using the English around us to find rules and examples.[17]

Due to the strengthnesses of inductive method mentioned earlier, the inductive method is one of the effective method used in teaching language. Students, however, are activated and become familiar with this method, which is beneficial for future learning. Students become less dependent on instruction and eventually no longer think 'grammar is hard and only a teacher can tell me how to do it.'

The inductive presentation of grammar allows students to form generalizations about grammatical rules after oral and written practice of examples given in the class. With inductive learning, students focus on form and not meaning. The rules are learned consciously and the students analyzes the structural components of the message instead of the message itself.

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[17]Paul Kaye, *Presenting New Language*,www.teachingenglish.org.uk, accessed on March 17, 2012.

**b.    The Weaknesses of Inductive Method**

According to Paul Kaye, the weaknesses of inductive method includes:

1)    The time and energy spent working out rules mislead students into believing that rules are objective of language learning, rather than a means.

2)    The time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice.

3)    Students may hypothesise the wrong rule, or their version of the rule may be either too broad or too narrow in its application : this is especially a danger where there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rule.

4)    It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully so as to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible.

5)    However carefully organised the data is, many language areas such as aspect and modality resist easy rule formation.

6)    An inductive approach frustrates students who, by dint of their personal learning style or their past learning experience

(both), would prefer simply to be told the rule.[18]

Even though, this weaknesses seem so risky, the researcher believes this study will be conducted successfully. Using this method is one of possible solutions, because it not only relieves teachers from the burden of speaking, but it is also expected to enhance language use by learners. The students work actively with one another and the teacher just interferes when help is needed.

## C. Grammar

### 1. Definition of Grammar

Roderick stated that the term *grammar* is used in a number of different senses. *Grammar* is used to refer to the rules and principles native speakers use in producing and understanding their language. Such a grammar might be called *a mental grammar*. The term *grammar* is also used to refer to the set of generalizations (and exceptions to them) formulated by grammarians, who examine grammatical utterances, perhaps compare them with other logically possible strings of words, and then try to determine the properties that differentiate the well-formed strings of words (or sentences) from those that speakers reject as ill formed. In a third sense, the term *grammar* refers to certain kinds of language rules not necessarily based on usage by the ordinary native speaker but on the kind of English believed characteristic of the most

[18]*Ibid,.*

educated speakers of the language.[19] Moreover, Patricia Byrd also stated that grammar is central to the teaching and learning of languages.[20]

H. Douglas Brown also stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[21] In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc.)

According to explanation mentioned above, the researcher concludes that grammar describes the way language is organised and patterned-particularly at the level of sentence-in order to make meaning.

Based on the explanation about definiton of grammar above, the next question is how to teach the grammar appropriately. These are appropriate grammar-focusing techniques by H. Douglas Brown:

a). Those techniques are embedded in meaningful, communicative contexts,

b). Contribute positively to communicative goals,

c). Promote accuracy within fluent, communicative language,

d). Do not overwhelm students with linguistic terminology,

e). Those are as lively and intrinsically motivating as possible.[22]

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[19]Roderick A. Jacobs, *English Syntax*, University of Hawai'i at Manoa: Oxford University Press, 2011, p. 4-5.

[20]Patricia Byrd, "Grammar in the ForeignLanguageClassroom: Making PrincipledChoices" by Patricia Byrd, in *Modules for the Professional Preparation of Teaching Assistants in Foreign Languages* (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998).

[21]H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy, Second Edition,* London : Longman, 2001, p. 363.

[22]*Ibid*., p. 363.

Related to inductive method, those appropriate grammar –focusing techniques have the same goals in learning grammar.

2. **The Types of Grammar**

According to Anne Burns, grammar is divided into three kinds, those are:

a. Traditional Grammar has three kinds, those are parts of speech (analysis of clauses and word categories), based on written language (esp. Latin ) and prescriptive (based on rules of usage). It analyses the parts of a well-formed sentence, focusing on surface structure, not meaning. It gives students a basic understanding of the building blocks of language, which can help in improving their writing skills.

b. Formal Grammar such as asks why humans are able to learn language, language as a cognitive-psychological phenomenon, transformational-generative (universal) grammar and based on the grammar of the sentence.

c. Functional Grammar : asks how language functions social contexts of daily life, focuses on how word patterns make meaning, language as text/discourse and descriptive (based on language use).[23]

**D. Teaching of Grammar in Junior High School**

Before we know the definition of syllabus, it is necessary to understand what curriculum is.Curriculum is concerned with making general statements about language learning purpose, and experience, and the relationship between teachers and learners.Whereas, syllabus is more localized and are based on the accounts

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[23]Anne Burns, *Grammar and Communicative Language Teaching: Why, When and How to Teach It*?, Applied Linguistics and Language in Education Research Centre, Department of Linguistics Mcquarie University, Sydney, Australia.

and words of what actually happens at the classroom level as teachers and students apply a curriculum to their situation.[24]

Syllabus can be classified into two types: product-oriented and process-oriented. Product-oriented syllabuses are those in which the focus is on knowledge and skills which learners should gain as a result of instruction, while process-oriented syllabuses are those which focus on learning experiences themselves.These two types have some another syllabuses classification. For product-oriented syllabus, it can be classified as structural/grammatical syllabus, situational syllabus, and notional/functional syllabus. Process-oriented syllabus has procedural syllabus, task-based syllabus,and content syllabus. [25]

English syllabus for junior high school in Indonesia is process-oriented syllabus especially procedural and task-based syllabus.That is, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that she/he will undertake during the course. Here are examples of english syllabus for junior high school.

**Table 2.1 Examples of English Syllabus for Junior High School**

| Standard Competence | Basic Competence | Learning Activities |
|---|---|---|
| Writing<br><br>1. Expressing the meaning in functional | 1.1 Expressing the meaning and rhetorical step in simply short essay by using style of written | 1. Writing the sentence that describes things, place, people or animal based on pictures. |

[24]David Nunan, *Syllabus Design*, Oxford: Oxford University Press, 1988, p.5
[25]*Ibid*., p.27-44.

| written text and simply short essay in narrative and recount to interact with environment. | language accurately, fluently and acceptable to interact with environment in narrative and recount text. | 2. Complete the missing words in narrative text with appropriate words.<br>3. Making the draft of narrative text. |
|---|---|---|

The syllabus example above is process-oriented syllabus. Teaching grammar in this kind of syllabus is not the main things because this syllabus proposes achieving language performances through the skills of listening, speaking, reading and writing. Even though, this syllabus contains the terms of grammar which means the grammar is blended in language skills.