

CHAPTER I

INTRODUCTION

In this chapter the writer discusses the background of the study, the statement of the problem, the objective of the study, the theoretical framework, the hypothesis, the significance of the study, the limitation of the study, the key terms used in this thesis, and also the organization of this study.

1.1. Background of the Study

In learning English, one needs to master four language skills (listening, speaking, reading, and writing) and three language components (vocabulary, grammar, and pronunciation). Grammar plays such an important role that the students have to master it in order to acquire the target language.

According to Scott Thornbury (1999), grammar is partly the study of what forms (or structures) are possible in a language. It is a set of rules by which people speak and write. It strings words and phrases together to avoid ambiguity especially in written language as it has to be more explicit than spoken language. Grammar explains why the following sentences are acceptable:

She is working now.

Now she is working.

but why this one is not:

* She are working now.

Neither this one:

* She now working is.

Without grammar, words hang together without any real meaning. So, in order to be able to say what we really want to say, we need to have some grammatical knowledge.

Teachers need to vary the techniques used in teaching. Maria Eugene (1982) states that variety is one of the most important factors in maintaining a high level motivation and interest among the students. To master grammar, students need teachers who are able to facilitate interesting ways in learning grammar. There are different ways of approaching it, but which way is the most effective one for the students?

Teachers mostly teach grammar traditionally. Chamberlain (1984) states “It is undeniably true that most of the English teaching procedures at school are still based on traditional books which are excessively concerned with an understanding of grammatical structure... .” It means that the teacher uses a deductive approach which is one where the teacher directly presents the rules to the students, and then they will practice the exercises. There are some advantages of using this technique. One of them is that the students will be able to be more accurate in applying them. Some students may not have any problem with this method. However, this cannot be considered as a better way to make the students master the grammar. As the writer has also experienced, it is difficult to memorize many rules or sentence patterns. The result is that the students will be bored when learning grammar because they are just given the rules or the sentence patterns to be memorized before they are finally assigned to do the exercises.

On the other hand, teachers can use an inductive approach which provides different technique of teaching grammar that can avoid students’ boredom. It is the

one where the teacher encourages the students to work out the rules for themselves through relevant examples.

There have been articles and books that compare and contrast inductive and deductive approaches. Tanya Cotter states that in her own experience, the deductive approach is undoubtedly time saving and allows more time for practicing the language items thus making it an effective approach with lower level students. The inductive approach, on the other hand, is often more beneficial to students who already have a base in the language as it encourages them to work things out for themselves based on their existing knowledge. Nunan (1991:156) states that teaching of English grammar attempts to use two approaches consisting of deductive approach and inductive approach. Richard Felder (1993) characterizes inductive and deductive preferences as a learning style issue. Some students learn best through an inductive approach; some learn best through a deductive approach. Although a lot of studies have been dedicated, more studies need to be conducted to ascertain which one is the better approach in teaching grammar at school.

There are various techniques which can be used as reinforcement in teaching grammar inductively, for instance, songs, games, reading passage, scripted dialogue, etc. Among these various techniques of teaching grammar, the writer chooses reading passage as reinforcement in teaching grammar inductively. This technique of teaching grammar presents the structural items into meaningful contexts. Through contexts the structural items will be more meaningful and it will be easier for the students to understand them. Scott Thornbury (1999) states that language is context-sensitive; and in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. Through this technique of teaching grammar the

students do not only practice the grammatical patterns which are found in the passage but they are also trained to read and understand what they have read. In addition, the writer chooses reading passages because they are always found in the students' English textbook. The writer expects that teaching grammar through reading passages can decrease the students' boredom in learning grammar since boredom can decrease the students' ability and motivation in learning grammar. It is necessary to provide reinforcement in teaching grammar to overcome the students' boredom and to arise their interest, so that they can learn and absorb the learning maximally.

The writer selects teaching grammar because she believes that it is very important for the learners to have a strong basis of English grammar for mastering English better. Keatley and Kennedy (2004) state that grammar is central to the teaching and learning of languages. The teaching of English grammar is very important to encourage the students to acquire the components of communicate competence. Besides, grammar is considered to be difficult for the students in learning English as Sidharta (2002) in her thesis states that the students might find that English grammar is the most difficult component to master compared to vocabulary or listening or the other skills and elements of the language. Therefore, many students, who at first have good intention in learning, lose their interest after they find out that learning English grammar is quite difficult. To prevent that from happening, it is the teacher's duty to find ways to reinforce the students in learning, for no matter how difficult English grammar is.

The purpose of the study is to find out whether the inductive teaching of structure through reading passages to the eighth grade students will yield significantly different result compared to the deductive teaching of it. The writer

would like to discover the effectiveness of teaching grammar inductively since the opposite method, deductive, has long been implemented in school for years due to its practicality. The writer takes the eighth grade students as the samples of the experiment. She does not choose the seventh grade students considering that their skills might not be sufficient yet. On the other hand, the writer does not choose the ninth grade students since they are focusing themselves with the preparatory program for the national examination. This study is expected to give a significant contribution to teachers in providing them the different approach in teaching grammar.

1.2. Statement of the Problem

Basing on the background of the study, the writer investigates a study on teaching grammar inductively through reading passages to the eighth grade students. The problem that needs to be answered is:

Does the inductive teaching of grammar through reading passages to the eighth grade students yield significantly different result compared to the deductive teaching of it?

1.3. Objective of the Study

Based on the problem statement, the objective of this proposed study is to find out whether the inductive teaching of grammar through reading passages to the eighth grade students yields significantly different result compared to the deductive teaching of it.

1.4. Theoretical Framework

The theories underlying this study are the theory of grammar teaching and the theory of reinforcement. Teaching grammar is an important part of language teaching. Students need to learn grammar in order to achieve the target language. There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language.

There are two approaches in teaching grammar. The first one is deductive approach where the rules or the sentence patterns are first given to the students then the teacher gives the opportunity to the students to practice the new features of grammar. The second one is inductive approach where the teacher first gives the students examples of the grammatical structure to learn, and then the teacher gives the rules or the sentence patterns at the end.

Reinforcement is very essential for the students in the learning process. According to Richards and Rodgers (1986), reinforcement is an important factor in learning process. It increases the possibility that the behavior will happen again and finally become a habit.

1.5. Hypothesis

From the theory above, the writer formulates an alternative hypothesis in this study which

“The inductive teaching grammar through reading passages to the eighth grade students yields significantly different result compared to the deductive teaching of it.”

To test the alternative hypothesis above, the null hypothesis is formulated as the following

“The inductive teaching grammar through reading passages to the eighth grade students does not yield significantly different result compared to the deductive teaching of it.”

1.6. Significance of the Study

In this study, the writer discusses a technique of teaching grammar deductively and inductively. From the theoretical point of view, it is expected that the results of this study can provide a clear description about the teaching grammar deductively and inductively; and from the practical point of view, it is expected that the results of this study can encourage the Junior High School teachers to vary their ways of teaching grammar. In addition, the writer also encourages them to be more creative and innovative to find out the new technique of teaching grammar. Hopefully, the results of this study can give some contribution to the success of teaching grammar for junior high school students.

1.7. The Scope and Limitation of the Study

There are many strategies that can be used in teaching grammar inductively, for instance, songs, games, reading passage, scripted dialogue, etc. However, the writer limits this study just to the use of reading passages in teaching grammar inductively to the eighth grade students in Saint Agnes Junior High School Surabaya. The grammar items in this study are the ones which are used in the eighth grade of English Junior High School. They cover Simple Present Tense, Simple Past Tense, Past Continuous Tense, and Present Perfect Tense. The writer also limits the study only to know the students' grammar achievement that are taught inductively through

reading passages compared to those who are taught deductively in Saint Agnes Junior High School Surabaya.

1.8. Definition of Key Terms

There are several key terms used in this study to avoid misunderstanding.

- Teaching : Process of interaction. It also means giving instruction, guiding the study or something, providing with knowledge, causing to know or understand (Brown, 1987).
- Grammar : A description of the rules of a language (Thornbury, 1999).
- Teaching grammar deductively : Teaching the set of rules where the grammatical structures are dictated to the students first (Thornbury, 1999).
- Teaching grammar inductively : Teaching the set of rules where the grammatical structures are presented to the students in a real language context (Thornbury, 1999).
- Reading Passage : The written or printed materials which forms the main body of publication (<http://www.leprint.com/glossaries.html>).
- Reinforcement : The act of strengthening or increasing in any way, especially in learning or behavior (Clarance, 1984).

1.9. Organization of the Study

This thesis consists of five chapters. Chapter I presents the introduction. Chapter II discusses the review of related literature. Chapter III covers the research method. Chapter IV presents the data analysis and interpretation of the findings, while the last chapter, Chapter V, deals with the conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer discusses the literature related to the study. The related literature includes the importance of teaching grammar, reinforcement, the importance of reading, the relationship between grammar and reading, and tenses.

2.1. The Importance of Teaching Grammar

Teaching grammar is an important part of language teaching. Scott Thornbury has defined grammar as a description of the rules for forming sentences, including an account of the meanings that these forms convey. It enables us to use the language to describe the world in terms of how, when and where things happen. It also facilitates the way we interact with other people when, for example, we need