

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Over the years the role of grammar has been one of the most controversial issues in the field of second and foreign language teaching. Nowadays, grammar has gained a prominent position in the second and foreign language classroom. The controversy over methods of teaching grammar has developed in the recent past, but the question remains as to the relative effectiveness of different methods. Since the twentieth century, the field of Second Language Acquisition (SLA) has evolved considerably due to the research into applied linguistics (Laffort, 2000).

According to Laffort, the recent changes in trends can be attributed to some general factors: the creation of theories and themes in SLA, developing psychology concerning how language is learned, the formation of new concepts based on linguistic theories, the unveiling of studies defending or rejecting language learning conceptions, and the maturing of methods and sources of the data collection. “Grammar is considered to be the most important part in learning foreign language, without a good knowledge of grammar, learners’ language development will be severely constrained” (Richards and Renandya, 2002: 48). Grammar is also considered as the “sentence-making machine” of a language, and knowledge of grammar gives the learner the ability to create a countless number of original sentences. It is, furthermore, essential as it provides the basis for communicative competence in writing, speaking, reading, and listening.

In Indonesia the school which has grammar test in their National Examination is Vocational High School (SMK). Mahardikha Vocational High School is one of public vocational schools in Surabaya. There are 28 classes which consist of two specialization program. They are Accountancy and Multimedia. Each class consists of 32-40 students. The writer interviewed the teacher on 28 October, 2012; the writer got the information about the teachers' difficulty in teaching grammar. Part of the grammar that is difficult to explain is conditional sentences. Based on the curriculum of vocational high school, conditional sentences are taught in the second semester after the students do their mid-term of the odd semester. However, students are required to master their grammar because most of the test in their national examination is concerned with grammar test.

There are some methods that can be used to teach grammar. One of them is Grammar Translation Method (GTM). This method pays attention to the language form and there is no communicative practice. Unlike GTM, Direct Method (DM) uses action, picture, and object to convey the meaning. Audio-Lingual Method (ALM) emphasizes oral production. Teacher models the pronunciation, and also use of drills to reinforce grammar pattern. Communicative Approach (CA) focuses on communication and ignore grammar pattern. Since communication is the goal of instruction. The controversy between all the teaching methods has been occupying in the minds of linguistics for a long time. Some teaching methods have been studied by many researchers, but there was no conclusion of which method is the best to teach grammar.

Deductive and inductive approaches are opposing each other. They have different views of how to teach grammar. In deductive approach the rule is first verbalized by the teacher and then the learners apply it through practice. In inductive approach, on the other hand, multiple examples of the rule are firstly presented and the learners have to discover the rules by themselves. After that, the rules can be summarized explicitly but not all researchers consider it to be relevant.

There was a study which investigated the effect of deductive and inductive approaches of teaching active and passive voice. This study was done by Mohammed at Jordania University in 2008. This study conducted a pretest, two treatments for each group in the two classes and a posttest. The results of the study showed that students in the deductive group made significant better gains than those in inductive group on the use of passive and active voice. The reason behind getting higher marks by the deductive group is that the deductive approach was more appropriate because the nature of the content is based on the grammatical rules of the active and passive voice. Another study investigated the outcome of deductive versus inductive approach in teaching direct object pronouns in Spanish to 44 college-aged participants in two separate intermediate classes. This study was done by Kuder in 2009. The results of his study indicate that there was a slightly higher level of achievement as well as a higher level of satisfaction in the group exposed to the inductive lesson in comparison to the group exposed to the deductive lesson. Although this difference was not found to be statistically significant, it suggests that the inductive approach may have a more positive effect on learners than the deductive approach. So far the studies have been

nothing but inconclusive. Although at times the researcher found that the methods are slightly better than other, the differences in the result are not extensive.

There have been a lot of researches which observed the effectiveness of deductive and inductive approach, but all those researches did not look for student's perception toward both inductive and deductive approach. There were researches which investigated the students' perception toward teaching and learning English. Wang (1999), in his study on the student and teacher perception towards grammar instruction in Taiwan, found that students preferred the explicit method of instruction and that most participating teachers also favored and used the explicit method in their classes. Borg and Burns (2008) investigated the beliefs and practices of 176 English language teachers from 18 countries about the integration of grammar and skills teaching. The teachers expressed strong views about the value of inductive grammar learning and strong beliefs in the need to avoid teaching grammar in isolation.

In a study surveying the perceptions of preparatory and secondary school EFL teachers (about 220) and students (about 1,050) from three different geographical regions in Oman, Al-Kalbani (2004) found that students showed a more favorable attitude towards grammar instruction than teachers and that students favored explicit instruction, while teachers favored implicit instruction. All those study did not specifically observed students' perception toward inductive and deductive teaching method.

Based on the problem above, the writer is interested to overcome the difficulties by using inductive and deductive teaching method to teach

conditional sentences. The reason why the writer chooses vocational high school is that grammar is the most important part in their language learning for most tests in their national exam is grammar-oriented.

This study tries to offer deductive and inductive approach to help the students' problem on their mastery of conditional sentences. Grammar teaching approach that researcher would like to apply is a deductive and an inductive approach. The topic is very interesting to the researcher as a future language teacher and, therefore, it is useful to know how to get learners to learn best. Furthermore, almost all of the previous studies have been researching adult learners of a second language. This study, on the contrary, concentrates on middle secondary school learners who have been studying English for many years. Based on the problem above, the researcher offers two approaches and compares the two approaches. This study focuses on the effectiveness of deductive and inductive approach to teach conditional sentences. This study also investigates the students' perception toward both deductive and inductive approach.

1.2. Research Problem

In connection with the title and background of the study, the research questions are formulated as follow:

- 1.2.1. Is there a significant difference on the mastery of conditional sentences between the students taught using deductive approach and those taught using inductive approach?
- 1.2.2. What are the students' perceptions on deductive or inductive approach used to teach them conditional sentences?

1.3. The Objective of the Study

In relation with the research question stated above, there are two objectives of this study. The first, is to find out if there is a significant difference on the mastery of conditional sentences between the students taught using deductive approach and those taught using inductive approach. The second objective is to describe the students' perceptions on deductive and inductive teaching approaches used to teach them conditional sentences.

1.4. Theoretical Framework

This study is based on the theory of deductive and inductive approaches in teaching conditional sentences. In teaching grammar, a deductive approach starts the presentation from specific to general, while an inductive approach starts the presentation from general to specific. In teaching grammar, deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. It is also called as rule driven learning (Thornbury, 1999:29). On the other hand, an inductive approach in teaching grammar drives the learners to study the examples and it demands the learners derive the rule of the grammar. Thus, students are not given the rule in the beginning. (Thornbury, 1999:49). Both the approaches stated above are presented in teaching conditional sentences.

1.5. Hypothesis

Based on the statements of the problem, the hypotheses are formulated as follows:

Null Hypothesis (Ho)

There is no significant difference on the mastery of conditional sentences between the students taught using deductive approach and those taught using inductive approach.

Alternative Hypothesis (Ha)

There is a significant difference on the mastery of conditional sentences between the students taught using deductive approach and those taught using inductive approach

Assumptions

This study is based on the two assumptions:

First, a teaching approach is comparable to the other teaching approach.

Second, the effectiveness of a teaching approach is measurable.

1.6. The Significance of the Study

The data and information obtained from this study are expected to help the teacher to conduct a good approach in teaching conditional sentence easily and to give a clear explanation and recent information. Besides, this study is also expected to help readers, especially other readers who are interested in comprehending more the nature of inductive and deductive teaching approach.

1.7. The Scope and Limitation

There are some methods that can be used in teaching grammar, such as Grammar Translation Method, Audio-lingual Method, Direct Method, Inductive and Deductive approach. However, this research only focuses on the effectiveness and the students' perceptions on deductive and inductive approach used to teach conditional sentences type 1, 2, and 3. This experimental study involves some students of Mahardhika vocational high school in the academic year of 2012-2013 to be the research sample. The first

graders whose major is accountancy were selected to be the experimental group and the control group.

1.8. Definition of the Key terms

To avoid misunderstanding of the keywords used in this study, the keywords are defined as follows:

Deductive Approach: is an approach to language teaching in which learners are taught rules and given specific information about language. They then apply these rules when they use the language (Richard, 1992: 98).

Inductive Approach: is an approach to language teaching in which learners are not taught grammatical or other type of rules directly but are left to discover or induce rules from their experience of using the language (Richard, 1992: 99).

Conditional Sentence: is a sentence discussing factual implications or hypothetical situations and their consequences. Conditional sentences are used to show that the action in the main clauses (without if) can only take place if a certain condition (in the clause with if) is fulfilled (Eastwood, 1994:332).

Conditional Sentence Mastery: is the ability of student in understanding the concept of conditional sentence structure and using it in context correctly.

Perceptions : is defined as something that is being observed and what is and what it is said about. Perceptions involve

more processes of thinking as a result of individual observation toward certain things or events happen around them which will produce certain perceptions (Horwitz, 1988: 292).