

## CHAPTER I INTRODUCTION

### A Background

This research investigates how EFL students' comprehension on past tense is improved through the use of inductive strategy. This study helps teachers to teach grammar better in order to foster students' grammar mastery. The researcher investigates inductive teaching strategy at the ten-grade students of senior high school. This strategy makes students easy to understand grammar subject.

Coghil and Magendanz (2003:xvi) explain the definition of grammar on their book entitled English Grammar, "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units". Alexander (1990) defines grammar as follows; grammar is one of the supporting causes to create good communication and learn it to communicate better. The usage of grammar is to run the interaction and communication well. Grammar is one of the skills that must be possessed by every English learner. Grammar has an important role in English because there is a meaning of speech and writing. Many students do not like to learn English because they have to master grammar. Therefore, many grammar teaching methods are prepared by teachers to make students easy to understand grammar materials. In this research, the researcher wants to stimulate students with inductive teaching method in order to make students love to learn English, especially in learning grammar.

According to Declerck (2006:22) tenses are the linguistic concept; it indicates the form taken by the verb to locate the situation referred to in time to express the temporal relation between the times of the situation. Tenses are one of grammar terms that learned by all levels of students. The students must master the tenses to construct a good sentence. In this case, the students always get troubled to understand the tenses, especially in the past tense form. The difficulty that often occurs among students in learning past tense is to

change the form of verb 1 to verb 2. Past tense is one of tenses that used to describe action or situation in the past.

Although there are many different opinions and conflicting findings on grammar teaching, grammar is considered as an essential part of language teaching (Sik, 2015). Bobitrskaya and Lyubomirova (2019) stated that grammar mastering seems to be an obvious priority in foreign language learning, there is a widespread opinion that it is no use trying to explain the rules because of the most productive way of learning grammar is through practice. Inductive teaching method generally occurs in English native speakers because they can produce utterances grammatically. Inductive learning method is an implicit learning. This method is very effective for helping students to develop higher-order thinking skills and critical thinking skills. In the inductive learning method, a teacher provides information that leads to illustrations of topics to be studied by students, and then the teacher guides the students to find certain patterns from the illustrations provided. According to research of Bobitrskaya and Lyubomirova (2019) inductive strategy can help activate personal qualities as flexibility, adaptability, responsibility and form such soft skills as team-work skills, leadership skills, and problem-solving skills.

Inductive teaching strategy was researched by several researchers in previous research. The focus of the previous studies was more on grammar mastery in general. Whereas, this study focuses on implementing inductive teaching strategy to senior high school students in understanding past tense. Past tense was chosen as the focus of this study because past tense is difficult to understand for senior high school students. Learning the past tense is complicated. The main problem with the past tense is the use of verbs. We have to change the verb 1 into verb 2. Basically, verb has two kinds, namely regular verbs and irregular verbs. We have to know the use of regular and irregular when changing verb 1 into verb 2.

Past tense was chosen because senior high school students' level was too young to discuss the formula for a sentence. However, it has been charged

by the ministry of education to learn past tense. Therefore, the researcher should prove whether inductive teaching strategy would be suitable to be applied to past tense learning in junior high school.

## **B Research Questions**

There are two research questions regarding the problems mentioned in background.

1. How is the process of teaching past tense with inductive strategy to the students of MA Darul Fithrah Bandung?
2. How is the progress of students' comprehension of past tense with inductive strategy?
3. How is the students' response toward the implementation of inductive strategy?

## **C Research Objectives**

Regarding the research problems above, this study aims

1. To find out the process of teaching past tense with inductive strategy to students of MA Darul Fithrah Bandung.
2. To find out the progress of students' comprehension of past tense with inductive strategy.
3. To find out the students' response toward the implementation of inductive strategy.

## **D Research Significances**

Practically, the researcher and teacher can implement inductive strategy to foster EFL student's skill in Past Tense. This research is expected to become a teacher's reference material for teaching grammar with inductive method to foster grammar mastery in Senior High School.

Theoretically, this research is expected to know the impact of inductive strategy in teaching and learning grammar for senior high school's students.

By using this method, the researcher wants to reduce students' lazy sense of learning grammar and also make learning more interesting.

## **E Rationale**

Huddleston (1988:71) stated that Past Tense operates directly to define past situations. Past tense is a tense form that places events in time before the present time. This form is characterized by verbs in the past tense or verbs with the suffix -d / -ed. For example, in the sentence, John went to the cinema yesterday. The meaning of the sentence is that John went to the cinema yesterday. Going to the cinema had happened before now. This absolute past tense also reveals the perfective aspect, because the event has already occurred and shows the relationship between the category of time and the aspect.

According to Elis (2001), the role of grammar and how to integrate it into foreign language classroom are at the core of ESL and EFL learning and teaching context (Uysal & Yavuz, 2015). In learning English, it is needed a teacher to teach English. Teaching English for EFL students is not easy, specifically in teaching grammar. Uibu & Liiver, (2015) stated that the subject of teaching grammar has often triggered lively discussion (as cited in Saxton, 2010: 51-66; Hedge, 2000).

Talking about teaching course it also talks about the strategy in teaching itself. Many strategies have been introduced in special teaching to teach English to EFL. According to Hird (2015), there are two strategies to teach grammar; deductive strategy and inductive strategy. Haight, Heron, & Cole (2007) said that some agreement exists that the most effective grammar teaching includes some deductive and inductive characteristics. Thornbury (1999) described how deductive and inductive teaching rules; a deductive strategy (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive strategy (rule-discovery) starts with some examples from which a rule is inferred.

A typical lesson following that approach starts with explaining the rule which is followed by practicing exercises (Uibu & Liiver, 2015). Inductive teaching of grammar means that the students have no previous knowledge of a rule and they learn it by studying examples of it (Uibu & Liiver, 2015). Inductive approach involves providing another group of participants with examples or content without offering explicit grammar rules, and so the students should induce such rules by themselves (Mohamed & Jaber, 2008).

The guided inductive approach in this study began with the students using the targeted grammatical structure in the same oral practice session that the students had completed in the deductive condition (Haight, Herron, & Cole, 2007).

Induction is the process that goes from the specific to the general, and an inductive teaching approach focuses on directing learners' attention to the target structures and/or guiding learners to work out the rules from real language use (Qi & Lai, 2017). DeKeyser (2003) further pointed out that inductive could be implicit. DeKeyser asserts that implicit inductive learning involve metalinguistic rules, and the only difference is whether the rules are acquired through teaching or through self-discovery.

Some studies stated that inductive teaching strategy is good enough for teaching grammar. As a research from Anani (2017) stated that inductive teaching strategy is better than deductive strategy to teach grammar. In junior high school level, learning grammar is a difficult material to master for the students. Therefore, inductive teaching strategy came to bring effective teaching to teach junior high school level. In inductive strategy, the students learn grammar material from the general to the specific. Implicitly, the students do not need to memorize the formula of grammar materials, the students received the grammar indirectly.

## **F Previous Studies**

Many studies do researching teaching grammar, but only a few that discuss the inductive strategy. There are several researches about the strategy

of teaching grammar. The first study was conducted by Arifin (2016), who investigated how deductive strategy is more effective than inductive strategy when teaching tenses. The research was conducted at an English language course in Jakarta with a sample size of 40. This research is intended to overcome the problem of teaching grammar which is considered difficult by English teachers. In this research, the researchers examined two strategies of teaching grammar those are deductive and inductive strategy.

The second research was conducted by Sik (2015), who investigated how effective inductive and deductive strategy. He concluded that deductive teaching strategy is more effective than inductive strategy. He reveals that the researcher used pretest and posttest to know the result of both methods, deductive and inductive. This research is aimed to adult learners to know the effectiveness teaching between deductive strategy and inductive strategy. This research used quantitative research design with randomly sample from 190 college students that were divided into two groups, inductive and deductive.

The third, a research by Uibu & Liver (2015) indicate that the researchers investigated grammar mistakes of students then the researchers tried to prevent the mistakes with deductive and inductive teaching strategies. This study is aimed to prevent grammar mistakes. This study is conducted to know the causes of grammar mistakes and use teaching strategies to make teaching and learning effective. The researcher used twenty-five Estonian language teachers that divide into three types of teachers. Those are teachers with a deductive profile were considered to be the most efficient in supporting students' recalling and remembering skills. Teachers with inductive or combined teaching profiles used more examples and diverse strategies. The last, teacher that use the effective teaching strategies, that the teachers are able to better support students' language development and individual peculiarities.

The fourth is a journal from Bobritskaya & Lyubomirova (2019) about inductive teaching approach. This journal describes the perspective of the

formation of soft skills with inductive teaching method in other non-linguistic University. This experiment was done in St. Petersburg Forest Technical University to find out the opportunities of soft skills formation with inductive grammar teaching method. This journal aims to get employers' soft skill such as problem-solving skills the ability to adapt and flexibility, skills, team, responsibility and analytical. This article also aims to gain interpersonal skills foreign language, a process of grammar inductive learning style for teachers and students' skills.

The fifth, a research by Hmedan & Nafi' (2016) describe about the effect of inductive and deductive teaching method. The authors consider the consequence of using the inductive and deductive methods in learning grammar as foreign language. This article was carried out in Bethlehem District, Palestine. The researchers used instruments for two groups for gaining the data from 7<sup>th</sup> grade students, one for boys and the other for girls. Pre and post-test was prepared by the researchers to know students' understanding of grammar. While to measure students' attitudes toward English as foreign language, the researchers used questionnaire for gaining the data.

The sixth, a research by Anani (2017) indicates that a better strategy for teaching grammar is inductive teaching method. This research used quasi experimental design then was written with mixed method research. The researcher collected the data from 27 English language teacher of Junior High School and 72 students. The way of collecting data that has used by the researcher is class tests and observation then the data was analyzed by SPSS (Statistical Package for Social Sciences). The researcher recommends for English language teacher to use inductive teaching method. It is based on the research's findings.