CHAPTER I
INTRODUCTION

This chapter describes the background of the research, the research questions, purposes, significance, scope, conceptual framework, and previous studies.

A. Background of the Study

Mastering grammatical rules like tenses is an essential aspect of learning a foreign language. Therefore, teaching grammar in English as a foreign language (EFL) contexts has long been controversial—questions regarding whether would benefit the students effectively from acquiring and understanding grammar with either implicit or explicit teaching methods. Whereas, explicit grammar teaching, which is known as the traditional approach, focuses primarily on linguistics form and meta-linguistics explanation. Meanwhile, implicit grammar teaching relies mainly on picking up the English grammar rules and patterns unconsciously from communicative interactions (Ellis, 2006).

Krashen (1982), the theorist of second language learning argues that grammar could only be acquired naturally (implicitly), while, that learning (conscious knowledge of a language) need not precede acquisition (subconscious knowledge of a language) in second, or even in foreign language learning. Implicit English learning in the classroom is a kind of unconscious practice in which learners do not know the context and content they are learning. This is due to implicit learning tends to have automatic, abstract, stable, and anti-interference characteristics learning process. Moreover, implicit grammar teaching methods are emphasized more on the function of grammar. Furthermore, Krashen (1982) also tends to believe that 'acquisition' can be labeled as 'implicit learning' whereas 'learning' can be labeled as 'explicit learning'. Thus, a preliminary condition for both acquisition and learning is that the learners should have access to understanding and comprehensible input (Krashen, 1982). Yet, at the same time, questions arose on which grammar teaching methods are productive and receptive to students' communication skills (Ellis, 2006).

In the context of grammar teaching, implicit grammar teaching refers to the teaching methods that emphasize the students must naturally acquire through situational scenes when learning grammar subject (Ling, 2015). The suggestive method is also known as Implicit grammar teaching, commonly adopting the inductive thinking method, and inducting the grammar rules through the communicative teaching approaches. However, the implicit grammar teaching method uses the communicative teaching method as a representation, emphasizing the unconsciousness, abstractness, and automaticity of grammar study.

Moreover, using and developing implicit, subconscious, or naturally acquired knowledge of language learning might increase the communicative skills of EFL students. Krashen (1982) defines that explicit grammar teaching, which is now often implemented in common EFL classrooms and is based on the principles of 'learning' grammar, cannot develop students' 'acquisition' of grammar. The implementation and understanding of grammatical principles may function as a conscious monitor, improving grammatical correctness. However, this grammatical accuracy is for example required at the academic writing level. In a communicative setting, especially for EFL students, there is less time to use this monitor which is taking time for the conscious application of rules is detrimental to the fluency of the conversation (Krashen, 1982). According to the explanation above, it can be concluded that the explicit grammar teaching method seemed not effective for EFl students in understanding and acquiring grammar subjects.

Despite its significant rules for communication, and enhancing grammatical accuracy, mastering the grammar of a foreign language (L2) is not easy. In learning grammar, some students face difficult sentence arrangements because they are often wrong in using to be to tenses (Ur, 1996). Additionally, other challenges among EFL learners when learning grammar, some of which are introducing, drilling new material, and developing grammar mastery (Bezuglova et al., 2019). Drilling material is a technique that has concerns with a minimal number (usually one or two) of language forms which usually have grammatical or phonological structure through some type of

repetition. Moreover, the drill technique is one of the techniques used to develop and improve grammar mastery, especially tenses (Juhemah, 2013).

One of the teaching strategies to cope with those challenges is to develop meaningful and effective teacher-student interaction in classroom activities. Teachers' interaction and chemistry with their students are a prominent also important factor in differentiating from the next in terms of impact (Englehart, 2009). An effective teacher-student interaction enables EFL learners to master L2 Grammar and speaking skills for communication reasons. Students might engage in the language and master it because in the classroom, with meaningful interaction, students can understand the teacher's speech, express their ideas and opinions, and the teacher can respond to students' speaking and deliver the material in proper, but also in fun ways (Harmer, 1998).

Moreover, research by Thu (2009) showed that most teachers seem to believe in implicitly teaching grammar. Also, most teachers prefer grammar in real-life communication to convey grammar rules, patterns, and material. Yet, teachers believe that students' communicative ability is enhanced most quickly if they study and practice the target language's grammar. Additionally, research by DeKeyser et al., (2016) demonstrated the effect of different feedback types as well as participants' results after implementing the implicit and explicit L2 instruction. It is interesting and beneficial to observe how the teacher and students perceive implicit grammar teaching through interaction (instruction) as the teacher is not allowed to convey grammar explanations and metalinguistics clues.

In addition, learning English language in secondary schools around the world is not always taught as a second language (L2) but as a Foreign Language (EFL) (Kachru, 1990). However, some schools have the flexibility to choose, create, and design their own curriculum within the nationally developed core objectives. This freedom is in line with the latest Indonesian curriculum that provides the teacher flexibility to choose teaching methods. The recent curriculum in Indonesia has provided a variety of levels of proficiency, that the secondary schools use as guidelines in their curriculum.

According to Kementrian Pendidikan dan Budaya (Kemdikbud), "Teachers have the freedom to choose various teaching tools so that learning can be adjusted to the learning needs and interests of students". This renewal provides the EFL teachers with the wise choices to divide concern over the different language learning components to their own thought and design. Moreover, one of the characteristics of the Merdeka Curriculum is the teaching flexibility.

As mentioned before, various research such as (DeKeyser, 1993; Dilāns, 2016; Ellis, Loewen, & Erlam, 2006) presented the impacts of different feedback types as well as participants' outcomes and findings after implicit and explicit L2 instruction. It is worth investigating to see how the English teachers implemented and adapted implicit grammar teaching as their teaching strategies, as the teachers are not permitted to provide grammar and metalinguistics explanations. However, some English teachers may have their own opinions regarding teaching grammar and what the best way of teaching grammar might be. Yet, research by Thu (2016) has proven that teachers' attitudes and beliefs do not always correspond with their teaching strategies in the classroom. Therefore, it is interesting to see how the students perceive the implicit grammar teaching strategies. Furthermore, it is also worth observing the teacher and students interact in grammar classroom activities to enhance students' grammatical mastery of EFL students. Moreover, it is also necessary to reflect on the teachers' reasons behind certain teaching strategies that are used to develop students' grammatical knowledge processes and achievements.

Many studies about how to teach grammar to EFL students have already been conducted. For example, a study by Chung (2006) investigated the communicative approach to teaching grammar implicitly; this study discusses the theory and practice in Communicative Language Teaching (CLT) in several English textbooks. Moreover, a study by Abrahamse (2016) investigated implicit grammar teaching, and the focus discussed in this research is on teachers' attitudes and classroom implementation. Additionally, a study by Fadhilah, et al. (2021) investigated students' grammatical competence through the flipped classroom.

Nevertheless, previous studies have not yet observed and investigated the performance of teacher-student interaction as an approach and the teachers' strategy for implicit grammar teaching. This research aims to portray a comprehensible overview of EFL students' perceptions and the English teacher's reflection regarding implicit grammar teaching through teacher-student interaction and how implicit grammar teaching might enhance EFL students' grammar mastery and communication skills. This research reports on class observations, open-ended questionnaires, and interviews with EFL students at 11th-grade high school for further information.

B. Research Questions

This research is divided into the following questions:

1. How do the teacher and students interact in learning grammar subjects implicitly?
2. How do the students perceive and the teacher reflect on learning grammar through teacher-student interaction?

C. Research Purposes

Based on the research questions mentioned above, the purposes of this research are:

1. To find out the interaction between teacher and students in learning grammar subjects implicitly.
2. To find out students' perceptions and the teacher's reflections on learning grammar through teacher-student interaction.

D. Research Significances

The result of this research is focused on implicit grammar teaching through the performance of the teacher-student interaction, which is expected to have several practical and theoretical significance.

1. Theoretically, the findings of this research are expected to:
   a. Enrich information as well as the reference about the performance of teacher-student interaction as an approach to teaching grammar implicitly for EFL students.

b. Extend information about how students perceive the teacher's reflection regarding teaching grammar implicitly through teacher-student interaction.

c. Practically, this research is designed to extend information and reflection for:

a. English teachers, as the reflection of an approach of teaching grammar implicitly for students as English Foreign Language (EFL) learners, precisely at the 11th grade of senior high school level.

b. For schools, this research is expected to help the school reflect and meet the EFL students' learning approach and needs.

c. For other researchers, this research is designed as a reference for further researchers.

E. Research Scope

This research will focus on the performance of teacher-student interaction as an approach for implicit grammar teaching that affects students' grammar mastery and communication skills. Also, the student's perceptions and the teacher's reflections on teaching grammar implicitly through teacher-student interaction. Additionally, this study will focus on EFL students in the 11th grade of senior high school.

F. Conceptual Framework

According to Harmer (2007), teaching grammar involves introducing, discovering, and practicing grammar through activities that engage students and promote meaningful language use. Implicit grammar teaching involves teaching various grammatical patterns of sentences without paying special attention to forms and without explaining the grammatical patterns, for instance, through communication and implicit instruction. In implicit grammar teaching, teachers rather than simply present the information or problem to the students and allow the students to make their own ideas and conclusions.

Teacher-student interaction refers to how the teacher and his/her students communicate in the classroom, also known as 'the classroom talk'. This interaction is an important aspect of students as human communication because it assists the students

to perform better in classroom lessons and achieve greater academic achievements. It is also necessary to ensure that students feel more comfortable and confident in classroom activities for meaningful learning (Englehart, 2009).

Several methods of teaching have been used, however, some difficulties always appear in teaching and learning grammar. Being knowledgeable about the difficulties and challenges when teaching grammar can help teachers choose the appropriate as well as effective teaching approaches and strategies that minimize students' difficulties and problems. Also, it can facilitate students' learning and needs. Hence, investigating the performance of teacher-student interaction as an approach to grammar teaching implicitly is interesting and also worth studying.

The following hierarchy illustrates the expected relationship between implicit grammar teaching and the performance of teacher-student interaction that is worth studying.
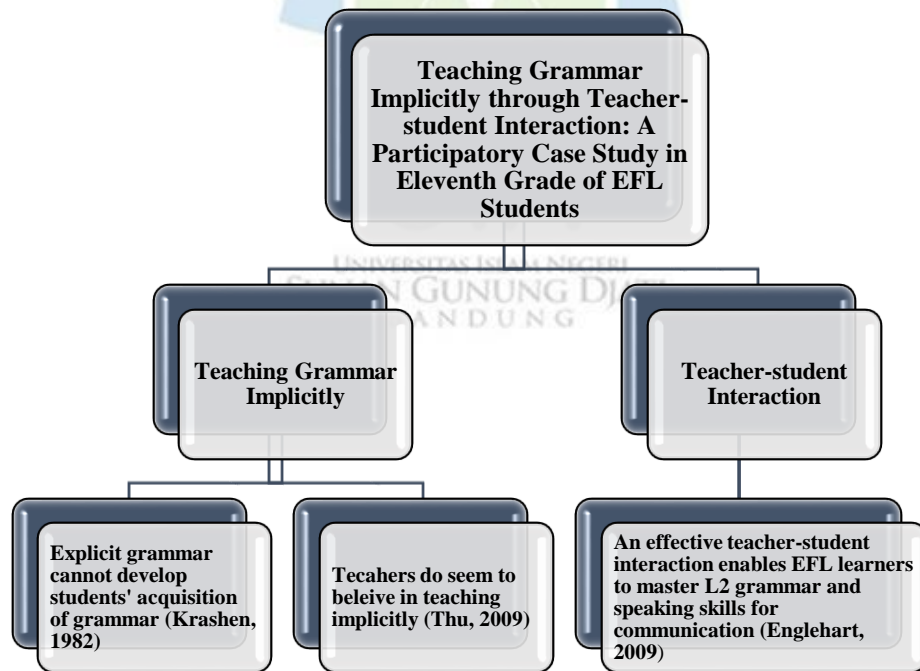
Figure 1. 1 Conceptual Framework

G. Previous Studies

The first research is from Abrahamse (2016), entitled "Implicit Grammar Teaching: An Explorative Study into Teacher Attitudes and Classroom Implementations." This research objective is to examine teachers' adaptions of longitudinal implicit grammar teaching programs in the Dutch classrooms. Also observing these adaptions and implementations might correlate to attitudes toward grammar teaching strategies. Based on the data analysis of this research, the result of this study concluded that there is no clear references for either implicit or explicit teaching, and both were valued positively.

The second research was conducted by Schleijpen (2017), and it is entitled "Implicit Grammar Teaching: Teacher Strategies, Teachers' Attitudes, and Class Observation." This research objective is to observe how the Dutch EFL teachers attended in an implicit teaching program and adapt the implicit grammar teaching in their lessons. This research investigated what types of corrective feedback they imlement, and how the implicit EFL lessons differ from the regular EFL lessons. The data from the questionnaire in this research did not show a clear preference for the implementation of either implicit or explicit grammar teaching. Further, it must be highlighted that the partcipants which are the teachers attended in the implicit teaching program showed that they were happy that they could teach without focusing explicitly on grammar teaching. The results of classroom observation also showed that explicit corrections and feedback were frequently used in implicit EFL lessons. In contrast, the regular EFL lessons used recasts and repetitions most frequently, showing a significant relationship between grammatical ability and a significant contribution to translating skills.

Furthermore, research by Guci dan Drajati (2019) is titled "Implicit Teaching Strategies on Grammar Instruction: Students' Prevailing Stance." This research was intended to gain insight into Indonesian English students' prevailing stance on grammar at a senior high school level. The result of this, in conclusion, presented that

the students were found to prefer implicit rather than explicit instruction. Eventually, the stances changed depending on the proficiency level of students.

Moreover, research by Gasperz (2022) is titled "Improving Students' Ability to Analyzing Grammatical Errors in Writing through Discussion Groups". This research was conducted by implementing the Classroom Action Research (CAR) design to collect qualitative data. The object of this research is an eleventh grade of students. According to the research investigated, the results showed that the students' most errors in English grammar are: 1) verbs, 2) to be, and 3) personal pronouns. Moreover, the errors in the three types of English grammar are mostly writing errors, subtraction, and even exaggerating words, as well as the students' incomprehension in placing grammar correctly.

Additionally, research by Arsai and Arsai (2023) entitled "Enhancing Students' Proficiency in English Grammar through the Implementation of Snowball Throwing Pedagogical Model". The investigation strains to assess the students' proficiency in English grammar of the past tense by conducting a comparative analysis of their pre-test and post-tense scores. The research instruments included the reading test, observation sheet, and lesson plan. The findings of this research showed the efficacy of the snowball-throwing model in enhancing students' grasp of past-tense grammar.

However, this present research investigation is different from the previous research. The researcher finds out and fills the novelties, which are the implicit method, strategies, and approach in grammar teaching through teacher-student interaction. Moreover, no research focused on the meaning or form of grammar's lesson setting as the corrective feedback also represents teacher-student interaction. Additionally, although most previous research has been conducted with a qualitative approach, the researcher chose a case study as the research design that is rarely used. Moreover, in this present research, the participants are not only the EFL students but also the researcher who was actively involved as the participant. The researcher actively acted as the English teacher and observed the classroom activity.