

Chapter One

Introduction

This chapter explains about background of the study which present several points. This chapter explains background of the study, identification of the problem, delimitation of the problem, the research questions, and the objective of this study. Then, the significance of the research and organizations of the chapters are included in this chapter.

Background of the Study

One of the important knowledge for students in learning English is understanding the structure of sentences and part of sentences since it is use in every part of English skill. Everybody can speak loudly using random verb but the knowledge about grammar should not be ignored. Grammar is one of the crucial knowledge in English because it is sort of an exact science of English. It is essentially needed before someone speaks and expresses their expressions. Besides speaking, writing and reading also require knowledge about grammar to know the purpose of the sentences. Murcia and Freeman (2011) stated that grammar has an impact on students' performance in all four skills: listening, speaking, reading, and writing (as cited in Arifin, 2016). If we talk about English grammar, there are many rules and regulations as a part of grammar.

Pradeep (2012) argued that grammar is a critical component of English teaching and learning that should not be overlooked. If students are proficient in grammar, they will be able to speak English correctly (as cited in Tran & Shepho, 2019). That statement supports that grammar is very important before students

starting their activity in English, in the other hand, it is a basic knowledge to make other English skill better.

There are many ways to realize grammar teaching approach in implementation. In this study mention and explains about inductive approach and deductive approach. The grammar teaching approaches of inductive and deductive explains more in this research. Decoo (2011) argued that induction is the process of progressing from the specific to the general, beginning in the real-world language use and then moving on to the patterns and generalization. It conjures up images of natural language acquisition in modern terms. From the argument, teaching method in grammar is very important especially in teaching practice. The inductive is one of ways that can improve students skill of grammar.

According to statements above, grammar is very important and can be achieved through grammar teaching approaches of inductive and deductive. In teaching foreign languages, there are at least two approaches to grammar acquisition: inductive and deductive. According to Thornburry (1999), when a teacher teaches grammar inductively, students are given the opportunity to invent and develop rules based on their own assumptions (as cited in Nešić & Hamidović, 2015). When applying a rule to exercises from a text, students unintentionally generate rules. The teacher's responsibility is to develop an environment in which a certain rule can be applied, as well as a context in which communication can occur.

Then, the deductive acquiring of grammatical rules. According to Thornburry (1999), in deductive approach a teacher defines and explains a grammar point using three basic principles (as cited in Nešić & Hamidović, 2015). The deductive

approach is easier to use than the inductive approach, and it provides little margin for mistakes if it is stated correctly and properly (Nešić & Hamidović, 2015). The deductive approach builds students' confidence by providing several examples while also clearly stating what they are supposed to learn.

When it came to studying students' views toward teaching grammar, researchers primarily focused on grammar in general, with little attention given to attitudes toward either the first or second approach. Previous research into the effectiveness of inductive and deductive reasoning has generated different and even contradictory results. The students' attitude is very important to respond to the inductive and deductive approaches. The students' attitude of male and female are to know the effectiveness between inductive approach and deductive approach in the teaching-learning practice. There was no overall difference between the two inductive and deductive groups, but there was a significant interaction between the students' sex and the group (Huffman, 1997, as cited in Pourmoradi & Vahdat, 2016). Moreover, the students' attitude between male and female become the important part to know in this research.

Identification of the Problem

Grammar is so important in an EFL environment like in Indonesia, the teaching approach leads the students to memorize the grammatical. According to Malabar (2016), "In Indonesian EFL environment, teaching and studying grammar tend to lead learners to memorize the grammatical pattern". In this case, grammar learning becomes important in teaching and learning English. Tran and Seepho (2019) stated "When it comes to studying English, grammar is always important.

People who lack grammatical understanding are unable to comprehend deeply". The statement ensures that grammar was a crucial part of language and can be reached with the teaching approach.

The grammar teaching approach of inductive and deductive is used to reach the goal of grammar teaching implementation. The use of the inductive and deductive approach is associated with grammar teaching in order to practice grammar. The importance of inductive and deductive approaches on studying grammar is to know the language setting and learning English as an EFL greatly influences the development of students. The effectiveness of students' understanding in learning with inductive and deductive approaches and its various capacities also needed to be questioned. Therefore, the student's attitude in inductive and deductive approaches must be explored in this research.

Delimitation of the Problems

This research is limited to the grammar teaching approach. This research only focus on the students' attitude towards inductive and deductive approach and the difference of students' attitude towards inductive and deductive approaches. This study explore the inductive and deductive grammar teaching approaches and the difference of students' attitude between male and female from the students' experiences in the classroom at English Language Education Department (ELED). This research is related to inductive and deductive approaches because currently teachers or lecturers develop the inductive and deductive approaches to teach grammar to their students and nowadays, grammar teaching

approaches are one of the well-known ways. Inductive and deductive grammar teaching approach are flexible.

The inductive and deductive approaches can support and also have a positive attitude for students in teaching-learning practice. Students can be better in one of the approaches with the advantages that can improve their attitude in grammar. Students also enjoy studying grammar with the approaches. One way of teaching approach that makes the researcher is interested in this research and has a final result by the students' attitude is during the questions of inductive and deductive teaching approaches answered. From the students' answers, it can give the different attitudes between male and female attitudes towards inductive and deductive grammar teaching approaches. The answer to these research questions explained in this research is according to students' experiences that have joined a grammar subject at English Education Department.

Research Question

The question of the research :

1. What is students' attitude towards inductive and deductive approach?
2. What are the differences between male and female attitude towards inductive and deductive approach?

Research Objective

1. To find out the students' attitude towards inductive and deductive approaches.
2. To find out the differences between male and female attitude towards inductive and deductive approaches.

Significance of the Research

This research has significance study explained in this part. The significance of this study is reaching out to the students, teachers or lecturers, and other researchers who are interested to research this topic. The researcher's detailed explanation is according to the research question which is supported by related journal articles. The researcher hopes this research give advantages to the person who is interested deeply to research this topic.

The object of this research is students. This research also has advantages for the students. Hopefully, the finding of this research can give the advantages to know students' attitudes towards inductive and deductive approaches, also about the inductive and deductive approaches in the long time future. This research can be used to improve students' attitudes in English specifically grammar which is generally one of the difficult parts of learning English.

Besides, teachers or lecturers also have a positive impact on this topic's research. This research hopefully inspires teachers or lecturers to enhance their students' progress, to keep their students' attitudes spirit in this era, and to be more selective in the use of inductive and deductive grammar teaching approaches in the classroom or see the needs of students for its implementation.

After giving the advantages to students and teachers or lecturers, this research can give the possible advantages to other researchers who also do the research regarding this topic. Other researchers can read and actualize this research to support the topic that is related to this study. Hopefully, this research can provide references to many researchers that explore the same topic.

Organizations of the Chapters

In this part, organization of the study also explained, from chapter one to chapter five. The first chapter is about the background of this research, the identification of this research, delimitation of the problem, research questions, research objectives, and significances of this research. The second chapter explains about the literature review that deliver some supporting discussion for this research. This chapter explains about the definition and the important of grammar, grammar teaching approaches in inductive and deductive ways, review of the related study, and the conceptual framework of this research.

The third chapter of this research explains about the methodology of this research. This part was very crucial, the research design, research setting and respondents, population and sampling technique, research instrument, validity and reliability, and the data collection procedure are contained in this part. The fourth chapter provides the findings and discussion of this research. This chapter also contain the result of this research. Then, in chapter fifth explains about the conclusion and recommendation. This chapter provide the summary of this research.