EXPLORING TEACHERS' APPROACHES IN TEACHING ENGLISH GRAMMAR: A COMPARATIVE STUDY OF INTERNATIONAL AND REGULAR CLASSES
THESIS

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ABSTRACT

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Keywords : *Teaching Grammar, Teachers' Method, Teachers' Approach*

Teaching grammar frequently relates to different approaches and method in each school as they have different program and students' ability in perceiving the knowledge. Consequently, there are some significant differences in teaching grammar both in approaches and method. This study is conducted in order to analyze the teachers' approach and possible method used by teacher in international and regular classes at SMA Muhammadiyah 2 Surabaya. The subject of this study is three teachers who teach at both programs by having at least 2 years experienced working as a teacher. This study used qualitative descriptive method that collected data by having an interview with three teachers. The findings show that teachers at both classes applied the same approach which are literacy and inductive approach. Teachers also apply the same method which are direct method, audio-lingual method, communicative, and grammar in context. The rationale by applying the same approach and method is on the curriculum and lesson plan which require the teacher to apply the similar approach even though both two classes have significant difference ability in English. The teaching process distinguishes on giving the number of examples, the students' ability in demonstrating the rules and creating new sentences, students' participation, the given text, teachers' guidance in writing process, and the teachers' instruction in revising the written task. The finding imply that the same approach and method can still be applied in two different programs even though they have different ability.
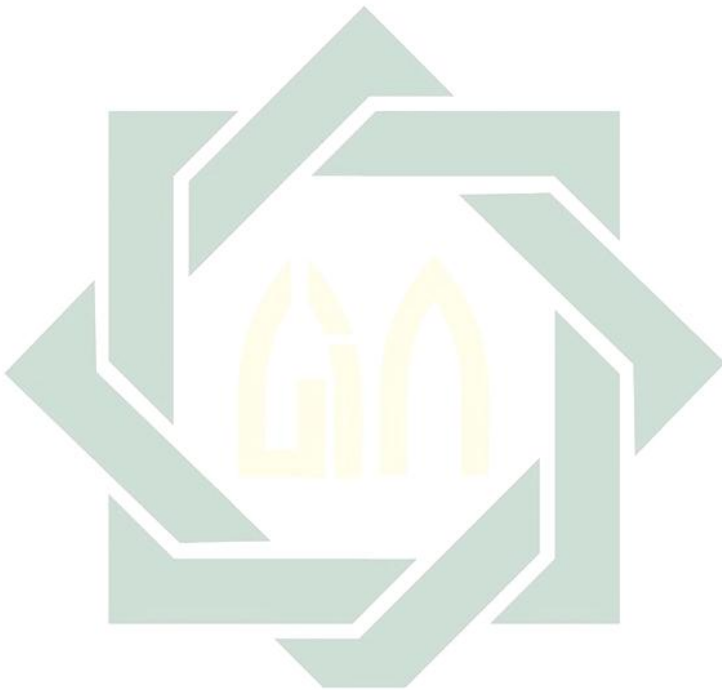
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ABSTRACT

Saat ini, cara guru dalam mengajar grammar telah menjadi masalah yang umum. Di Indonesia, pengajaran grammar selalu dikaitkan dengan setiap kompetensi dasar. Ini berhubungan dengan pendekatan dan metode yang dilakukan oleh guru dalam mengajar grammar, mengingat setiap sekolah mempunyai program yang berbeda, kemampuan siswa yang berbeda, dan fasilitas sekolah yang berbeda. Siswa di SMA Muhammadiyah 2 Surabaya di kelompokkan menjadi dua kelas, yaitu kelas international dan kelas regular. Siswa yang masuk dalam kelas international diwajibkan untuk bisa berbahasa Inggris sebagai bahasa pengantar mereka didalam kelas, sementara kelas regular tidak. Akibatnya, ada beberapa perbedaan dalam pengajaran grammar baik pada pendekatan atau metode yang diterapkan oleh guru. Tujuan dalam penelitian ini untuk menganalisa pendekatan guru dan metode yang dipakai dalam mengajar grammar. Subjek dari penelitian ini adalah tiga guru yang mengajar baik di kelas international dan regular dengan memiliki pengalaman setidaknya dua tahun menagajar. Metode penelitian ini menggunakan deskripsi kualitatif dengan menggunakan interview sebagai pengumpulan data. Hasil dari penelitian ini menunjukkan bahwa guru menerapkan pendekatan yang sama di dua kelas. Hal ini juga berlaku pada metode yang digunakan oleh guru, yaitu metode langsung, audio, komunikatif, dan konteks. Guru menerapkan pendekatan dan metode yang sama karena harus berpedoman kepada kurikulum dan rencan pembelajaran meskipun du akelas tersebut memiliki kemampuan Bahasa inggris yang berbeda. Ini membedakan pada jumlah pemberian contoh,

kemampuan siswa dalam menjelaskan rumus dan membuat kalimat baru, partisipasi siswa, teks yang diberikan, bimbingan guru dalam proses menulis, dan instruksi guru dalam merevisi tugas menulis.
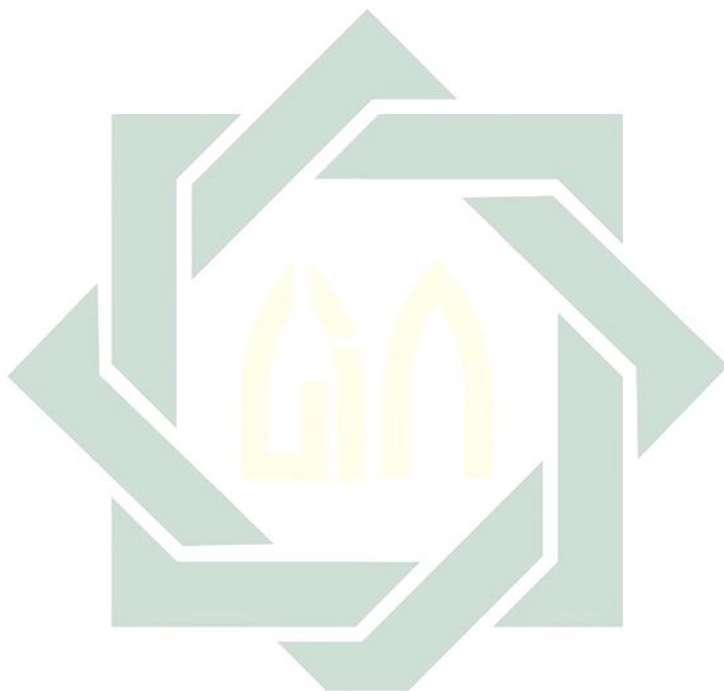
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CHAPTER I
INTRODUCTION

The first chapter presents the justification of why conducting this study and what the research problems are. It also provides the aims of conducting this study and the significance as well. This chapter presents scope and limitations, and definition of key terms as well in which every variable applied is explained.

A. Background of the Study

A central issue in learning English grammar is considered as one of the essential things in it applying for speaking and writing. It is particularly so because it will define the meaning correctly. People tend to use grammatical accuracy in writing skill since it will encourage the students to make the readers understand easily the meaning only by reading. Whereas, the used of grammatical accuracy in speaking English will also be important for the listeners in order to get the meaning accurately. It is supported by Brown stated that grammar provides the structure of language in order to have a close meaning and dimension. Thornbury also said that grammar is formulating sentences by conveying the meaning[1]. Besides, by having a good grammatical accuracy will enhance the students' ability to communicate well.

Regarding on how students perceive learning grammar as a difficult task has been a common problem in teaching English grammar. The history shows the first way in teaching grammar started from Grammar-Translation Method (GTM) that make the students translate the exercise into and out of mother language by focusing on written language. In the mid-to-late-nineteenth century, it changed to direct method or called as natural method which allow the teacher to teach an explicit grammar rule by focusing on oral language. The next method changed to Audio-lingual method which consider language as simply as behaviour or habits by focusing on drill practice. The following method is Communicative Language Teaching (CLT) focusing on communicative competence in a functional grammar

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[1] Thornbury, Scout. *How to Teach Grammar* (Bluestone Press: Charlbury, Oxfordshire, UK, 2002), 13

text. Those various methods in teaching grammar will emphasis on deriving the rules, such as GTM provides the rules early for students then makes an example by themselves called deductive since the students have not been immersed in second language to acquire implicit grammatical knowledge. In contrast, CLT provides the examples first in order to know the rules independently by the students as called inductive as students acquire the second language automatically[2]. The process of teaching grammar has been transformed from one method to others relies on current development.

In Indonesia, teaching grammar is always parenthesized in each basic competence. The phenomenon happens on the different approaches in teaching grammar since each school has different program, teachers' educational background, students' ability in perceiving the knowledge, the facilities at school, and many more possibilities. The types of school in Indonesia like the most favorite school, public school, and private school will automatically have different method in teaching grammar as the factors have been mentioned above. Moreover, school with different program like international class and regular class will also impact teachers' method since in international class applies English language as the main language in teaching and learning process when regular classes are not. As Richard and Jack stated that language variation refers to differences in grammar within language, which may be related to social class and educational background[3]. It means that the way students perceive grammar explanation will also be different based on the situation and condition.

Teachers are often wondering about the definition of either approaches or method in teaching grammar as it only has slightly differences. Richards and Rogers reveal that approaches refer to theory, assumption, and beliefs about the natural language and language learning. While method is the

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[2] Thornbury, Scout. *How to Teach Gramma*. (Bluestone Press, Charlbury, Oxfordshire, UK, 2002), 21-22

[3] Richard, Jack C and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Person Edication Limited, 2002), 557.

combination for both theory and practice.[4] Edward Anthony as an American linguistic confirms the main point of practical and principle in teaching language is approaches and method is a set of plans in teaching grammar based on the selected approaches. While technique is certain strategy or procedure which is used in order to attain the goal. In teaching English grammar, those three aspects are needed in order to achieve successful English grammar learning. It can be concluded that approach is a mother of method and technique. Approach is one of essential aspects in determining the successful teaching and learning process. The selected approach should be suitable with students' characteristics so that it will be easily to reach the goal. Therefore, in accordance with the phenomenon above, the researcher is curious about the approaches used by teachers.

The teaching and learning English grammar can be reached by several approaches based on the type. Those are teaching grammar by rules called deductive approach and teaching grammar by examples called inductive approach[5]. Other approaches proposed by James. D. William are linguistic approach, literacy approach, and blended approach. Currently, the researchers debated about the accordance method for students whether teaching grammar by rules "deductively" or teaching grammar by examples "inductively"[6]. Reviewing items of previous research finding by Outaleb shows that the problem faced by students in learning grammar is teachers' approaches. The secondary students get bored during the class as the teachers frequently use a deductive approach[7]. the same finding revealed by Henry shows that inductive approach is more suitable for brighter students. It is particularly so because the students will

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[4] Richards, Jack and Rodgers, S Theodore. *Approaches and Methods in Language Teaching* (Cambridge Language Teaching Library, Cambridge University Press, 1986) 14-15

[5] Thornbury, Scout. *How to Teach Grammar* (Bluestone Press, Charlbury, Oxfordshire, UK, 2002), 29-69

[6] Outaleb, Abdeslam. *The Deductive/Inductive Approaches to Teaching Grammar: Moroccan ESL University Students' Attitude* (Mohammed V de Rabat University, 2014), 1

[7] Outaleb, Abdeslam. *The Deductive/Inductive Approaches to Teaching Grammar: Moroccan ESL University Students' Attitude* (Mohammed V de Rabat University, 2014), 23-24

be harder to forget the rules when they can find it on their own than just directly learning from the teachers[8].

Finding by Dkhissi shows the opposite in which the teachers only focus on the form and disregard the meaning in communicative activities. Unfortunately, many students don't have adequate competence to get this approach. Thus, a blended learning applied in this case where focusing on the form but still looking at the meaning[9]. Another finding mentioned by Sik claims that deductive approach is more suitable for adult learners when the academic success and proficiency levels are examined. When the feedback of the students and the instructors are combined, deductive way of teaching grammar is evaluated as more effective[10]. Another different finding by Majeed shows that teachers are unaware of the approaches in teaching grammar even they know about the approaches[11].

Additionally, a new trend has been reviewed in teaching grammar at the secondary school level. Hassan claimed that deductive approach is mostly used in the Egyptian secondary school as their book introduces grammar explicitly in a meaningful context.[12] The same finding found by Liviero evaluated that teachers in England especially for modern foreign language applied explicit grammar rule since teachers come from countries outside the UK. The different finding found by Fitriana shows that the teachers teach grammar implicitly as it is integrated in language skills[13]. In such a case, the previous studies conducted by those researchers only focus on the use of deductive and inductive approach and whether the certain

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[8] Henry, W.C.H. *Examining the Effectiveness of Adopting an Inductive Approach to the Teaching of English Grammar* (Ning Po College, 2010), 187

[9] Dkhissi, Yahya. *An Integrative Model of Grammar Teaching: from Academic to Communicative Needs* (Chouaib Doukkali University El Jadida, Morocco, 2010), 254

[10] Sik, Kubra. *Using Inductive or Deductive Methods in Teaching Grammar to Adult Learners of English* (Ataturk University, 2014), 71

[11] Majeed, M.N.A. *Teaching Grammar in the English Language Classroom: Perceptions and Practices of Students and Teachers in the Ampara District* (South Eastern University of Sri Lanka, 2018), 665

[12] Hassan, A. Badran. *New Trends in Teaching Grammar in the Secondary School* (Mansoura University. Egypt, 2018), 4

[13] Fitriana, Ida. *The Implantation of Teaching Grammar at SMA Negeri 1 Karanganyar in 2012/2013 Academic Year* (Sebelas Maret University, Surakarta, 2013)

approach is efficient or not to the students. In another case, some previous studies have designed one or two approaches before, while in the upcoming research, the approach used depends on the situation and condition inside the class (see the literature review about approaches in teaching grammar). Thus, the approach used may be vary.

This research only focuses on teachers' approaches and the possible method in teaching grammar at bilingual school named SMA Muhammadiyah 2 Surabaya. SMA Muhammadiyah 2 Surabaya is one of private school in Surabaya which provides an international class and regular class. The international program is only opened for three classes in the 11th grade. The students who are participated in this program will be selectively selected by interview, psychology test, and TOEFL test by 370 minimum score. This selection is needed in order to identify students' ability in their English skill in which it will be used in teaching and learning process. Thus, the students have already had the basic of English language. Furthermore, the books used by both students and teacher are full English in which it will prepare for the exchange students to understand the book. Moreover, both teachers and the students are required to speak in English while the learning process.

There is no selection in this program and the students' English ability is less than the international program. The books used by students is also different. The consideration for choosing the school is the use of English as the main language for both teacher and students at international class, and the use of Bahasa Indonesia as the main language in regular class in which it will give the different treatment for the students. By having this situation, the research needs further investigation in what approaches the teacher use while teaching grammar. Does the teacher use inductive, deductive, or another approach while their language use is English? And what are the possible methods that the teacher use in teacher grammar?

SMA Muhammadiyah 2 Surabaya is different from others in some aspects. While doing a teaching and learning process, either teacher or students commonly speak Indonesia language. Moreover, the students are selected tightly based on

National Examination score when the students were in junior high school. Considering on how schools select the students, it can be said that the students may have different ability in English. Some will be in advanced, intermediate, or basic level. This research needs to deeply explore about what approaches the teacher will use in teaching grammar at SMA Muhammadiyah 2 Surabaya. Moreover, most of the previous research has tended to only focus on deductive and inductive approaches applied on university students rather than the students at school. Do they have the same difficulties? Are the problems the same as university students? Does the teacher only apply in one approach, the combination of both, or other approaches? This case needs further investigation to better understand about the teachers' approaches in teaching grammar. The current research aims to analyze teachers' approaches in teaching grammar for senior high school students.

B. Research Question

This paper aims at answering these questions:
1. What approaches do the teachers use in teaching grammar at international and regular classes for senior high school students at SMA Muhammadiyah 2 Surabaya?
2. What method do the teachers use in teaching grammar at international and regular class for senior high school students at SMA Muhammadiyah 2 Surabaya?

C. Objectives of the Study

1. To investigate the teachers' approaches in teaching grammar at international and regular class for senior high school students
2. To analyze teachers' method in teaching grammar at international and regular class for senior high school students

D. Significance of the Study

This research will delineate the current approaches of teaching grammar in senior high school students which benefits the most for the following;

1. English teachers, particularly who teach in senior high school. The finding of this study can be used to design an approaches or method in teaching grammar that suit to students' need. It will also be beneficial for teachers to give the best treatment for the students in teaching grammar. It is also helpful to measure the attitudes and behaviour of teachers towards grammatical accuracy. Besides, it also assessed the effectiveness of the approaches in teaching grammar.
2. For students – teacher, the findings are expected to give the information for senior high school teachers about the possibility of various approaches and various method in teaching grammar. It will also provide an overview and idea about what approaches senior high school teachers should do inside the class. It will also provide the students to learn easily with particular approach and method.
3. Other researchers, this finding can be used as the reference in teaching grammar with different approaches or difficulties faced by teachers in teaching grammar with certain approaches

E. Scope and Limitation

This research concentrates on types of teachers' approaches in teaching grammar and the possible method used by senior high school teachers while teaching grammar. This research determines approach as the theory of language which deal with

the nature of language teaching and learning. Approach is focused on the nature of the subject matter to be taught. While method is a procedural plan for the orderly presentation of language material. The various approach may be used by teachers are inductive, deductive, linguistic, literacy, and blended approach. The limitation of this study only focuses on the approaches and certain method applied by senior high school teachers in teaching grammar at international and regular class. This study doesn't analyze either the difficulties faced by teachers in using that approaches or the advantages and disadvantages of certain approaches.

F. Definition of Key Term

This study applies numerous terms so that it will be obvious and avoid misapprehension. Hence, those terms will be clarified as follows.

1. The Approach of Teaching Grammar

Approach is an educational theory and practice about teaching[14]. It is as the general assumptions about what language is and about how learning a language occurs. In teaching grammar, various approaches can be used to make a better understanding for students. Thornbury stated that teaching and learning grammar can be reached by two approaches based on the type. Those are teaching grammar by rules called deductive approach and teaching grammar by examples called inductive approach. While William divides approach to three different types which are linguistic, literacy, and blended approach. In this study, the research focuses on approaches applied by senior high school teachers and certain method which may be possible to use.

2. The Method of Teaching Grammar

Method is a procedural plan for the orderly presentation of language material[15]. By applying certain approaches,

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[14] Richards, Jack C. Renandya, Willy A. *Methodology in Language Teaching* (Cambridge University Press, UK, 2001) 5-8

[15] Anthony, Edward M.. *Approach*, *Method, and Technique* (English Learning. 1963) 17: 63-67. Ann Arbor: University of Michigan Press

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teacher may use one or more methods in teaching grammar by considering the students' ability. There have been several ways in teaching grammar based on Thornburry for teaching at both international and regular classes which are direct method, audiolingual method, total physical response, communicative, grammar translation method, and grammar in context. There are also other methods in teaching grammar for bilingual students in which the same as teaching regular classes based on John Biggs such as discovery learning, inquiry-based learning, problem-based learning, project-based learning, case-based teaching, and just-in-time teaching[16]. This study focuses on how teachers teach grammar by using certain approaches and several methods.

3. Teaching Grammar

Grammar is how to describe the rules or form sentences, involving the meanings that these forms are conveyed. The grammar teaching will be quite useful for leaners to establish an effective communication by conveying the meaning correctly either in spoken or written. Teaching grammar means that enhancing the students to discover the nature of language which means that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, it is only individual words or sounds, pictures, and gestures to communicate meaning[17]. This research focuses on how the teachers deliver the patterns by using several ways stressing on the situation.

4. Regular and International Classes

There have been two programs at SMA Muhammadiyah 2 Taman which are regular and international classes. The difference is based on how to admit the students. International classes require the students to have good ability in English by having TOEFL dan

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[16] Biggs, J and Tang, Catherine. *Teaching for Quality Learning at University*, 4th ed. SHRE and OUP (NewYork, 2011)

[17] Tuğrul Mart, Çağrı. *Teaching Grammar in Context: Why and How?* (Iraq, 2013), 126

speaking test, while the regular classes are not. This requirements are needed since the learning process in international classes will use English as the intermediate language, and so will the coursebook.
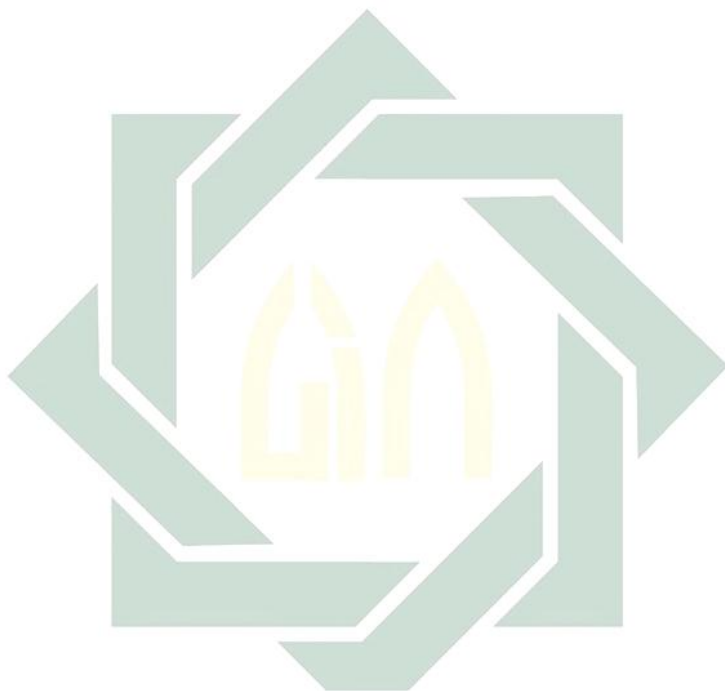
CHAPTER II
REVIEW OF RELATED LITERATURE

The second chapter provides reviewed literature and relevant idea for the problems of the study. They include grammar in ELT, approaches in teaching grammar, and teaching grammar. The previous studies of related literature are also discussed in this chapter

A. Theoretical Framework
1. Grammar in ELT

Grammar is one of the essential rules which explains why grammar is a very debatable issue in language learning and teaching, beginning with its definition. The different definitions have been proposed as well. It is needed to use, understand, and master a language. Pradeep Kumar defines grammar as the study of words and the ways words work together into a sentence.[18] While Doughty & Williams, Ellis, Thornbury as cited from Murat Polat stated that some researchers have learnt that the need of grammar teaching and the way to combine it into foreign language learning is a fundamental matter in most language classes[19]. The easiest and simplest definition comes from Antara Basak who defines grammar is a set of rules of a particular language. While Harmer defines grammar as the description of the ways in which words can change their forms and can be combined into sentences. Harmer provides a diagram to explain more related to its definition. Based on the diagram, it can be seen that a simple sentence can be well-structured depend on its function[20].

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[18] Debata, Pradeep Kumar. *The importance of Grammar in English Language Teaching- A Reassessment*. India

[19] Polat, Murat. 2017. *Teachers' Attitude towards Teaching English Grammar; A Scale Development Study,* (Anadolu University, Turkey, 2013)

[20] Harmer, Jeremy. *The Practice of English Language Teaching* (Longman, 2008), 5

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                  NP                     VP
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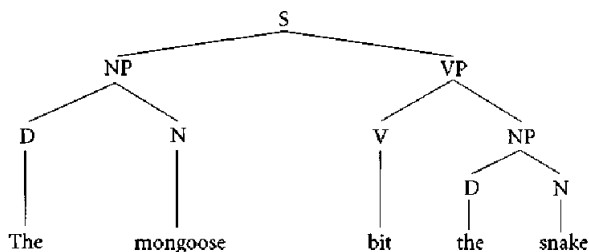
2.1 The structure of sentence

In other definitions, grammar is how to describe the rules or form sentences, involving the meanings that these forms are conveyed[21]. A very broad view Defining the word grammar is the one presented by Greenbaum and Gerald Nelson. Grammar is all the components of language which are morphology, syntax, pragmatics (the use of particular utterances within particular situations), semantics (the system of meanings in the language), orthography (the writing system in a language), phonetics (the physical characteristics of the sounds in the language and how the sounds are produced) and phonology (the sound system in language). In other words, grammar is all the rules that govern language[22]. Moreover, grammar is the structural foundation of students' ability to express what they say. If the students are aware of the use grammatical accuracy, they can monitor the meaning and effectiveness of the way to use language.

Pradeep Kumar has created a beautiful analogy concerning the importance of learning grammar in ELT. Conceiving grammar knowledge is like driving a car[23]. The driver who knows nothing about the machinery and only know about driving will be helpless whenever the machine gets some trouble. The helpless driver will be the same as the students who knows nothing about grammar. The students may be good in speaking or writing, yet the speaking and writing will be unclear as the governing words are in chaos. In contrast, the driver who knows well about driving and handling with machine will be guaranteed to reach the place safely. Similar to the

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[21] Thornbury, Scout. *How to Teach Grammar* (Bluestone Press, Charlbury, Oxfordshire, UK, 2002), 13

[22] Greenbaum, S. and Nelson G. *An Introduction to English Grammar* (Pearson Education Limited, 2002),1-2

[23] Debata, Pradeep Kumar. *The importance of Grammar in English Language Teaching- A Reassessment* (India, 2013)

students who know well about grammar will speak clearer and more effective. Therefore, the students should learn grammar in order to be the second driver so that the productive skills can be conveyed easily.

The English curriculum for senior high school students in Indonesia has applied grammar teaching in order to learn other skills. Grammar which is defined as governing the set of rules into sentences is required part of a language[24]. Consequently, it has obviously been clear that both teachers and students have an important role in teaching and learning process. Teachers are commonly aware of the students' ability and needs to learn grammar in which it will help the teachers to identify the best approaches in teaching grammar. As the reasons above, how to make grammar teaching and learning effective and efficient for the variety background of the students is an important task for English teachers and researchers.

2. Approaches in Teaching Grammar

English language teaching terminology can be sometimes confusing. The definition between approach and method only has slight differences. However, it is necessary for teachers to understand each definition. Anthony described approach as theory of language which deal with the nature of language teaching and learning. Approach is focused on the nature of the subject matter to be taught. While method is a procedural plan for the orderly presentation of language material[25]. Sharing the same point of view, Richards and Rodgers refer approach as the general assumptions about what language is and about how learning a language occurs.[26] It represents about the theory of language and the theory of learning. In other words, an approach describes the nature of language, how knowledge of language is acquired, and the conditions that promote language acquisition.

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[24] Brown, H. D *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001)

[25] Anthony, Edward M.. *Approach, Method, and Technique* (English Learning. 1963) 17: 63-67. Ann Arbor: University of Michigan Press

[26] Richards, Jack C & Theodore Rodgers. *Approaches and Methods in Language Teaching* (Cambridge University. Australia), 16

Richards and Rodgers also described method as a practical implementation of an approach. A theory is put into practice at the level which involves particular skills to be taught, the roles of teacher and students in teaching and learning process, the appropriate procedures and techniques, the content to be taught, and the order in which the content will be presented[27]. It also involves a specific syllabus organization, choices of the materials, and the assessment. Based on the definition above, it can be said that an approach informs methods with both the theory of language and theory of learning. Methods is the practical realization of approaches. They are theories put into practice.

There have been several approaches in teaching grammar so far which are deductive, inductive, linguistic, literacy, and blended approach. Those approaches will be explained in details.

a. Inductive Approach

Inductive approach is started from examples in which the rules are inferred[28]. There are some basic steps behind applying an inductive approach which as follow; Students are given a sentence about an area of English grammar, students are asked to generalize a grammatical rule to decide the set of English sentence, students are asked to check and test the grammatical against new sentences with the same area of English grammar, and students are asked to revise the grammatical rule to accommodate the new sentences[29]. Moreover, Ellis also claimed that by giving implicit teaching makes students apply the grammatical rules or structures correctly without being aware[30]. By applying inductive approach, it makes students more responsible for their own learning than the traditional lecture-based called deductive approach.

Kwakernaak revealed some strengths and weaknesses related to inductive approach as stated in Eshter Berendse. He

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[27] Richards, Jack C & Theodore Rodgers. *Approaches and Methods in Language Teaching* (Cambridge University. Australia), 20

[28] Thornbury, Scout. *How to Teach Grammar* (Bluestone Press, Charlbury, Oxfordshire, UK, 2002), 26-69

[29] Ke, Zhou. *An Inductive Approach to English Grammar Teaching* (California State University, East Bay, 2008), 6

[30] Ellis, Rod, Shawn Loewen, Catherine Elder, Rosemary Erlam, Jenefer Philip & Hayo Reinders. *Implicit and explicit knowledge in second language learning, testing and teaching*. (Bristol: Short Press, Ltd, 2009)

stated that inductive approach can be beneficial for students like the greater learning outcome produced by students as they have been intensively analysing the rule for a long time, the familiar rules which will be beneficial for their future learning, the stimulation of being active and independent attitude while having a self-learning, the students' courage in making mistakes, and the study of linguistics concepts. In the opposite, inductive approach also has some weaknesses in time consuming as the students should find the rules by themselves, taking a lot of needless efforts for the students, the redundant effort for the teachers while applying the approach, the teachers' awareness in incorrect rules found by students, and the unfamiliar rules linguistic terms[31].

b. Deductive Approach

Deductive approach in which the presentation of rule is presented earlier than giving an example. The deductive approach is one of the traditional approaches in teaching English grammar because it gives the priority to the grammatical competence as the basis of mastering a language. The founders of this approach believed that grammar is best learnt through direct instruction. The deductive approach to teaching grammar is a Rule-driven approach. It starts with the presentation of a rule then it is followed by some examples through which the rule is applied. A similar view of describing or defining the deductive approach is the one provided by Harmer who says: "In a deductive approach, students are given explanations or grammar rules, and then, based on these explanations or rules, they make phrases and sentences."

The deductive approach, Haight, Herron and Cole add, is the approach that focuses on the explicit explanation of grammatical structure and on the form before meaning. The deductive approach to teaching English Grammar can be achieved into four steps. Those are giving a rule that is concerned with a specific area of grammar to the student,

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[31] Berendse, Eshter. *A Comparison Between the Effectiveness of Inductive and Deductive Instruction in the L2 English Clasroom in a L1 Dutch Environment* (Utrecht University, 2012), p14

explaining the rule providing at least one example, having the students memorize the rule, asking the students to give the example depending on their understanding, and correcting the examples.

In fact, there have been some strengths in applying deductive approach which are the rules are delivered straight to point in which can be time-saving, it is best suited with the adult learners where the intelligence and maturity have been formed, the students' expectation about classroom learning can be reached easily, and the teacher will get easier to deal with language points. On the contrary, starting learning grammar by presentation may be confusing for young learner. Additionally, grammar explanation is less memorable than the students' involvement in finding the rules by themselves.

c.   Linguistic Approach

Linguistic approach is started from introducing the various component of language such as sound (phonology), meaning (semantics), and use (pragmatics)[32]. It is taught as a tool for describing instead of prescribing, language, or a tool that can help the leaners understand the nature of dialects and how they differ from one another while maintaining the main meaning. Andrew gives good illustration related to linguistic approach in teaching grammar. Students need to be more aware of language in general and how it varies, changes, and works before they unconsciously use language elements, patterns, and structure. This approach encourages the students to observe more on how people use language and to explain and interpret their observations. This approach can be analysed in conversation and writing while people tend to use grammatical errors. Besides, this approach is good for students to increase students' awareness in speaking or writing.

d.   Approach

Literacy approach requires the students to learn grammar by reading which will immerse them in spoken or written language. Reading activities will lead the students into discussion of form, function, and meaning as well. Moreover,

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[32] Williams, James D. *The Teacher's Grammar Book* (Soka University, New Jersey, 2005) 42-44

this kind of approach will lead the students to indirect instruction[33]. Literacy approach can be achieved by teachers while discussing a text, pointing out to students an interesting word or a provocative phrase, naming the word or phrase and explaining what makes it interesting. It is also emphasized in reading and writing in which the students need to revise their writing frequently from peer feedback or from teachers. Likewise, while the teachers see common problems in a students' work, the teacher will stop the writing activity and offer a brief instruction on the spot. In this case, grammar instruction is part of writing instruction.

e. Blended Approach

Blended approach is the combination between linguistic and literacy approach which recognizes grammar as a tool to allow teachers and students to talk more effectively about language in general and writing in particular[34]. This approach requires the students to be more motivated to learn grammar before applying it. Teachers play an important role in this approach as teacher should monitor the students in their writing process, identifying problems, and offering a mini lesson that the students can apply immediately. The use of this monitoring will ensure that the students have already applied the lesson correctly.

In general, it is believed that each approach has both advantages and disadvantages. Kwakernaak revealed advantages of inductive approach which are stimulating an active and independent attitude towards grammar in which students will be less dependent on instructions, making mistakes is common in learning language naturally, creating a greater learning outcome as the students have been intensively working on the rule for a long time[35]. Separately, Shaffer claimed that certain approaches can be used only depend on the situation. She stated that inductive approach would be quite

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[33] Ibid, 44-46

[34] Williams, James D. *The Teacher's Grammar Book* (Soka University, New Jersey, 2005) 46-47

[35] Kwakernaak, Erik. *Didactiek van het Vreemdetalenonderwijs*. (Bussum: Uitgeverij Couthino. Print, 2009)

difficult for weak or slow students. Besides, it had better not be used for difficult structures[36]. On the other hand, Shaffer didn't deny that inductive approach encourages the students to be more active in a learning process.

The ways on how to teach grammar has been the real issue of discussions rather than the existence of grammar teaching in language classes. There are several ways in teaching grammar based on the inductive approach which will be explained in details.

a. Direct Method

The following method was then changed into direct method. The goal of this method is to communicate and think in target language and no translation is allowed. The teacher will demonstrate new words by neither translate it nor explain. Grammar rules are delivered inductively by having the students gain grammar knowledge through speaking and reading.

b. Audiolingual Method

Audiolingual method focuses on the target language communicatively, especially for listening and speaking skills. The method is based on drill exercises. It is taught by drill to support speaking and listening although students repeat grammatical rules until they are able to produce it spontaneously. Therefore, there is no specific grammar rules given. Everything is simply memorized in form

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[36] Shaffer, Constance. "A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages." *The Modern Language Journal*. 73.4 (1989): 395-403. Web

d. TPR (Total Physical Response)

This method has an enjoyable learning experience which is not require the students to speak before they are ready for it. Meanings of words are made through action by following teachers' instruction. Grammar is not explicitly taught, but is learned from the imperatives of the teacher. Students are expected to acquire the grammar rules.

e. Communicative

The last method was communicative method in the 1970s, the way how teachers teach grammar was changed and the language programs had to revise the syllabi based on the communicative approach design[37]. The students are required to learn grammar meaningfully by themselves. Thus, grammar teaching became more contextual and more interactional.

f. Grammar in Context

Teaching grammar by context are often related to reference in the context and purpose of communication. Context gives more precise understanding of how to use grammar, and provides accuracy in the language both in spoken or written. Brown explained context-based grammar teaching as a single sentence which can be seldom analysed without considering its context. This method can be applied by using a text with a high frequency of instances of the targeted grammar item.

While deductive approach can be reached by grammar translation method. It was firstly introduced in nineteenth century which requires teachers to transfer all grammar rules without supported by realia or contextual language. While the students are required to memorize all grammar rules and no interesting communicative practices.

3. Teaching Grammar

Thornbury defines grammar teaching as delivering a set of rules that govern how a language's sentences are formed. It also attempts

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[37] Loewen, S., Li, S., Fei, F., Thompson, A., Nakatsukasa, K, Ahn, S., & Chen, X. (2009).*Second language learners' beliefs about grammar instruction and error correction*. TheModern Language Journal, 93, 91–104

to explain why a sentence is acceptable or not[38]. He has revealed certain ways in teaching grammar such as teaching grammar from rules, examples, and through text which will be explained in details;

a. Teaching grammar from rules

Teaching grammar by rules is considered to be the best applied in deductive approach or rule-driven approach. As it starts with the presentation of a rule and is followed by examples, teaching grammar by rules should maintain some criteria in order to get a successful teaching grammar which are;

1. Truth : the rules delivered by teachers should be true and have some similarity to the reality.
2. Limitation : the rules should show clearly what the limits are on the use of a given form.
3. Clarity : the rules must be clear in which the students know when and how to use a certain rule
4. Simplicity : the rules should be brief and short so that the learner will easily remember
5. Familiarity : an explanation of delivering rules should be familiar to the learner
6. Relevance : a rule should answer only those questions that the students need answered.

Here is a good illustration of teaching grammar from rules,

Teacher (T)

Students (S)

T : Right. The past perfect

T : The past perfect is formed from the past of the auxiliary 'have', plus the past participle (teacher explains the rule of form)

T : For example, "*Roy's girlfriend had arrived, he had cooked the dinner*" (teacher gives an example)

T : So, what's the past perfect of '*they go*'? (teacher checks students' comprehension)

S : They had gone

T : Good

T : It is used when you are talking about the past, and you want to refer to an earlier point in the past (rule of use). For

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[38] Thornbury, Scout. *How to Teach Gramma*. (Bluestone Press, Charlbury, Oxfordshire, UK, 2002), 1-2

example, "*Roy prepared everything. When Roy's girlfriend arrived, he had cooked the dinner"* (teacher provides an example). Did Roy's girlfriend come after Roy cooked the dinner, at the same time as Roy cooked dinner, or before Roy cooked dinner? (teacher checks students' undersanding)

S : After

T : Right. So, it's like this (draw). (teacher draws an illustration)
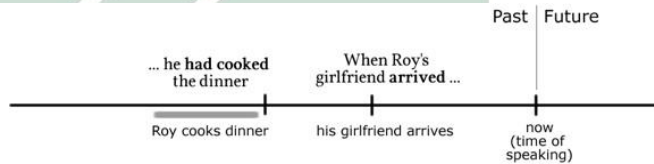
question formation, teaching *used to* using translation, teaching articles using grammar worksheets, and teaching word order using a self-study grammar. Those sample lesson of teaching grammar by rules can be used by teachers as a reference in which each sample lesson will be explained in detail below;

Sample Lesson 1: Using a rule explanation to teach question formation for pre-intermediate level

Step 1 : The teacher writes on the board the sentence "My mom called my father". She asks the students to identify the verb in the sentence (called). She then asks them to analyse the subject of the sentences (my mom) and reminds the students that a common sentence should consists of Subject -Verb – Object (SVO)

Step 2 : The teacher then removes the subject *my mom* and change it into *someone.* It becomes *someone called my father.* The teacher then elicits the students by asking a question "*who phoned my father?"*. She writes the question and the answer on the board.

My mom called my father
1. Who called my father?
- My mom

The teacher then returns to the original sentence and substitute the word "*my father*" into "*someone*" in the board. She then asks the students to study the two questions.

My mom called my father

1. Who called my father?

- My mom

My mom called someone

2. Who did my mom call?

- My father

Step 3 : The teacher explains the difference and clarify that to form questions about the subject of the sentence requires no change in word order. While to form questions in order to seek the object require a change in the standard word order.

Step 4 : the teacher then checks students' understanding by giving an arrow represents phone calls. She asks the variety of questions like *who phoned Madonna?, who did Madonna phone?, Who did Beyonce phone?*. Then, the teacher invite the students to continue question-answer activity in pairs.

Taylor Swft   Madonna

Beyonce

Step 5 : the teacher let the students to make a question based on their reality like *who called you yesterday?* or *who did you call yesterday?*

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Sample Lesson 2   *:* Teaching *used to* using translation for elementary level

Step 1 : The teacher writes on board *"Ayahku terbiasa merokok, akan tatapi sekarang sudah berhenti"*. The teacher then explains in Indonesia that to say you did something regularly, use *used to*. It means that *terbiasa*. To illustrate, My father used to smoke or Ayahku terbiasa merokok which means that he doesn't smoke anymore now. It's done. The teacher then presents an illustration from English translation for Indonesian sentences like "I used to eat meat or my mom used to make soup when I was child.*"*

Step 2 : The teacher then gives more explanation about the use of *used to* in which it only happens in the past and doesn't have the present form.

Step 3 : the teacher makes another sentence which is "I used to ski when I was young, but I stopped because it was too expensive" in order to elicit the students a translation by removing the keywords. "I used to _____ when I was _____, but I stopped because _____". The teacher then asks the students to write the true sentences of their own using the model provided by teachers.

Sample Lesson 3   **:** Teaching articles using grammar worksheets for upper intermediate level

Step 1   : The teacher divides the class into some group which consist of three or four students each group. She then hands out an exercise sheet and require the students to complete the gaps in a text which represents indefinite article (an and a), definite article (the), and zero article.

Fill in the blanks with the correct articles A, AN, and THE, wherever necessary.

1. Could you get me _____ bowl of chicken soup? (**a**, the).

2. I would like to cancel _____ (a, **the**) *Masala Dosa* I ordered and have _____ plate of *Tandoori chicken* with fried rice instead (**a**, the).

3. I ordered _____ chocolate ice cream, not strawberry (a, the, **no article needed**).

4. I will have a tomato and mushroom *pizza* with _____ cheese topping. (a, the, **no article needed**).

5. For dessert, _____ plate of *kheer* will do (**a**, the, no article needed).

6. I will have _____ *kheer* for dessert (a, the, no article needed).

7. Our specialty is _____ *Tandoori chicken*. Do try it (a, the, **no article needed**).

8. Please get me _____ glass of water.

9. I would like to have _____ onion *masala dosa* and vanilla ice-cream.

10. Excuse me, where is _____ washroom?

In this step, the teacher applies the collaborative group in which the teacher aske the students to do the exercise for some time. Then, the teacher hands out three grammar summaries which are definite article, indefinite article, and zero article. Each group will get one summary by noticing that other groups do not see each other group's summaries. Next, the teacher requires the students to learn the summary and to use it in completing the exercise.

Step 2 : After completing the exercise and studying the summary, the teacher re-groups them in a such a way that new groups comprise members of each original groups. In a new group, each student is instructed to share the knowledge from the summaries and explain briefly for what they have learnt. By doing this kind of activity, the students are able to compare and to discuss their answers and not simply show their classmates the grammar sheets.

Step 3 : the teacher then checks the exercise in front of the class and asks learners to justify the answers by reference to the rules on their worksheets.

Sample Lesson 4 : Teaching word order using a self-study grammar for intermediate level. For some learners, self-study grammar is more suitable for them as grammar reference books has already provided exercise and answer key. This kind of book can be applied in either class or individual.

Step 1 : The teacher firstly identifies the common problem happens in the class, lets' take an example if their common mistake is the tendency to put adverbials between subject and object. Like *"I like very much mango"*. The teacher then asks the students to learn grammar rules for homework, and do the exercise given by looking at reference at the back of the book. Besides, the students are also required to make some sentences which consists of correct sentences and incorrect sentences.

EXERCISES

1. Everybody enjoyed the music so much

2. Daisy walks every morning to school

3. Danu doesn't like very much basketball

4. I picked yesterday her up

5. Did you learn English every week?

Step 2 : For the following lesson, the teacher has the students to work in pairs and to exchange the exercises they have prepared. In this step, the students do the exercises and correct the ones which are incorrect. They then return them to their partner for checking. The role of teacher here is only a facilitator.

Step 3 : The teacher elicits the word order rules from the class.

b. Teaching grammar from examples

In the previous method has it explained the presentation of rule at the beginning then followed by doing an exercise in which deductive approach is applied. While the following method focuses on inductive approach in which students understanding in looking for the suitable rule by themselves. This method can easily be seen on independent of conscious study and explicit rule formulation. There are some sample

lessons applied in teaching grammar from examples which are teaching imperatives through actions, teaching the present simple using realia, teaching should *have done* using a generative situation, and teaching the difference between simple past and present perfect.

Sample Lesson 1 **:** Teaching imperatives through actions for beginners is the combination of using direct method and TPR (Total Physical Response) in which encourage the students physically and mentally in learning process.

Step 1 : The teacher calls two students to come forward where the three chairs have been set. The teacher then sits in the middle of the chair while the other two students sit at the right and left side of teacher. Later, the teacher says "stand up" and at the same time gesturing the word "stand up" for indicating the students to do the same instruction. The teacher afterwards says "walk" and walks across the room. Further instructions like "stop…turn around… walk…, stop…., turn around … sit down" are followed by the other two students. Then they are in turn to give the instruction to other students.

Step 2 : The teacher teaches the name of several features of the classroom like "whiteboard, table, chalk, watch, light, door" simply by pointing to each one saying its name for a few times while the students listen. Similar to the step 1, the teacher instructs the students to demonstrate the instructions such as "point to….., walk to…., touch…., open….., and close….." using the objects previously taught. The teacher keeps doing the instructions in order to increase students' concept

Step 3 : the teacher combines the two steps above in which the teacher demonstrates the meaning of "Don't" by telling the students "stand up, don't walk, don't turn around, sit down…". This step aims to unconsciously tell the students the action to do and not to do. The instructions keep going in negative imperative form "Don't"

Step 4 : it is the review of the lesson in which the teacher writes the previous instruction on the board and requires the students to read aloud before they write in their books.

Sample Lesson 2 *:* Teaching simple present using realia for beginner level. Realia is the real objects used for

teaching purposes. Let's say the names of different fruits can be taught by using the pictures of fruit or the real fruit. In this sample lesson, realia is used to elicit the students in learning simple present tense.

    Step 1   : the teacher takes one object from the students' bag without labeling the name of the owner, and distributes it to the students randomly. The teacher later divides the class in pairs and hands each pair an object. The students are required to wonder the name of the owner by telling the characteristics of the object.

    Step 2   : the teacher elicits the students by asking "do you think it's a man or woman?" depending on their responses in saying *she* or *he*. Previously, the teacher has already written the vocabulary so that the students can target the owner clearly like "he likes jazz, he takes the bus, he wears a swatch, he wears glasses, he reads book*"*

    Step 3   : the teacher then highlights the final -s and checks that the students are also aware of the time reference by asking "is this past, present, or future?" by responding *present*, the teacher asks "right now or every day?"

    Step 4   : the teacher then asks the students individually to write the similar sentence and monitors them. Improvement suggestion is given when it is needed.

    Sample Lesson 3   *:* Teaching "should have done" using a generative situation for intermediate level.

    Step 1   : the teacher gives the students case to elicit the students by using a map and character called Andy. The teacher tells the students that Andy will have a long journey to the Australian desert form the east to the west by car. Then, the teacher asks about what preparation Andy should have. Students suggest, for example, Andy will need a map, water, and not traveling alone.

    Step 2   : the teacher then said that Andy doesn't have any preparation. He doesn't bring map, he doesn't have water, and he travels alone. Then, Andy gets lost, feels thirsty, and set off in search of help. The teacher asks the class about what the students think about Andy.

Step 3   : some students may answer that Andy must bring the map. The teacher later gives modification into Andy should have brought the map and repeat few times. The teacher reminds the students about the concept of disapproval by asking whether Andy take a map or not and it is a good idea or not. The students then response he should have brought a map. It continues to other question like travelling alone and taking water by eliciting, modeling, drilling, and concept-checking.

Step 4   : the teacher makes the sentences clearer by writing on the board as an example. The teacher later instructs the students to make other examples

Sample Lesson 4 *   :* Learning the distinction of past tense and present perfect tense by matching the sentence

Step 1   : the teacher provides six sentences about simple past and present perfect and requires the students to identify the rules. The teacher gives three sentences in each tense.

Step 2   : the teacher then asks the students about the difference in each sentence. Later, the teacher elicits the students by giving the fact about present perfect and simple past. Besides, the teacher also draws the timeline to make the students more understand.

Step 3   : the teacher then gives an exercise to measure students' understanding

c. Teaching grammar by text

The term of text means books, novel, postcards, utterances, football commentaries, street signs, jokes, instruction, and many more. In teaching and learning process, teaching grammar can be achieved by course book, the teacher's story, teacher travel plans, and many more. Teaching grammar by text can be modified as the example of sample lesson below.

Sample Lesson 1 *   :* Using scripted dialogue to teach simple present for beginner level. Firstly, the teacher has prepared the dialogue which consist of simple present and verbs of frequency like usually, always, and rarely.

Step 1   : the teacher instructs the students to close the book and listen the conversation told by teachers. The teacher

then gives some question to the students like what the people do on Sunday, Monday, or other day.

Step 2   : the teacher writes the answer on the board like study, have lunch, play soccer, drive, and many more.

Step 3   : the teacher elicits the students by asking a question like what activity you do on Sunday, Monday, or other day. The teacher repeats the dialogue and notes some words like usually, always, rarely to link into the main verbs

Step 4   : the teacher draws the students' attention to the form of the structure by underlying the verbs and explaining that present simple is used for routine activities.

Step 5   : the teacher then invites the students to write three sentences about their real- life routine activities.

Sample Lesson 2   *:* Using an authentic text to teach passive for intermediate level

Step 1   : the teacher has already prepared an authentic text about passive under the title Dog Attack and require the students to think of and list vocabulary related to the title on the board. The teacher will erase the words which are not mentioned on the text

Step 2   : the teacher then gives the text to students and asks them to read silently and answer the questions from the teacher.

Step 3   : the teacher asks the class to turn over the text and write two sentences. Each sentence consists of passive and voice. The teacher then describes the difference in form of between passive and voice.

Step 4   : the teacher instructs the students to find other examples of passive sentence on the text, underline them, and discuss in pairs about the forms and the character of passive sentences.

Step 5   : the teacher asks the students to reconstruct the passive sentences into active sentences.

B. Previous studies

There have been several studies so far which conducted the similar theme. and have relevant topics with this study conducted by others. These previous studies will enable this

study to support and show the differences. Thus, the study will be more reliable.

Firstly, Sara Liviero explored the teachers' belief related to grammar teaching in modern foreign language (MFL) learning in England which focus on England's National Curriculum. The data was taken from interviewing eight MFL teachers and observations. Sara explained the topic was only based on one type of school. She revealed that there is significant difference in interpretations of the concepts about grammar and grammar teaching. The difference of this research is focus and locus. The research above focus on teachers' belief in grammar teaching at MFL which based on England's National Curriculum. The location of research was modern foreign language in which the teachers and students have the same situation and condition. While in the upcoming research, the focus is teachers' approaches and methods in grammar teaching. The location of research will be conducted in bilingual school. [39]

Secondly, Kübra ŞIK investigated the effectiveness of both deductive and inductive grammar teaching to adult learners of English and the perceptions of lectures and adult learners about those two ways. Sik used quantitative research design by entangled 190 university students from various departments. The result claimed that deductive grammar teaching was slightly more effective than inductive grammar teaching considering the academical success of the students. The method and subject were the distinctions between the previous study and the upcoming study. In the upcoming research, the researcher uses qualitative descriptive research. While the subject is senior high school teachers[40].

Thirdly, Murat Polat was to examine teachers' attitude towards the role of grammar in the process of teaching English. This study used quantitative method participated by 247 volunteer language teachers from 3 state universities in Turkey.

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[39] Liviero, Sara. *Grammar Teaching in Secondary School Foreign Language Learning in England: Teachers' Reported Beliefs and Observed Practices.* (The language learning journal, 45:1, 2017), 26-50

[40] Sik, Kubra. *Using Inductive or Deductive Methods in Teaching Grammar to Adult Learners of English* (Ataturk University, 2014), 71

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The result of this research revealed that gender and graduate faculties didn't create significant differences whereas age and the degrees obtained by the teachers create a considerable difference on language teachers' attitudes towards grammar teaching. In contrast, the future research focuses on teachers' approaches of grammar teaching. Then, the subject is a teacher who teach in senior high school students. Moreover, qualitative descriptive is used instead of quantitative[41].

Fourthly, Luthfi Retriansyah was to find out teachers' technique of grammar teaching in junior high school in Salatiga. The research participants were four teachers from different schools using descriptive research. The data were collected using non-participant observation and semi-structured interview. The results revealed seven different techniques used by the teachers in teaching grammar to the students which are drilling, translation, teacher-student exchange, chain, brainstorming, transformation and reception with minimal response. On one hand, this research is more focus on teachers' approach and the possible method in teaching grammar. Besides, the different subject is teachers who have at least two experiences in grammar teaching and teach bilingual school. [42]

Fifth, Abdeslam Outaleb was to investigate the grammar teaching approaches that are used at Moroccan university EFL classrooms. Quantitative method was used by having a questionnaire to collect the data from one hundred and thirteen students from the Faculty of Education. The study revealed that EFL Moroccan university students are aware of the importance of grammatical accuracy and the importance of learning grammar. On the other hand, the upcoming research use senior high teachers in analyzing teachers' approach of grammar

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[41] Polat, Murat. *Teachers' Attitude towards Teaching English Grammar: A Scale Development Study* (Anadolu University, 2017), 379-398

[42] Retriansyah, Luthfi. *Teachers' Technique of Teaching Grammar in Junior High Schools in Salatiga* (Satya Wacana Christian University. Indonesia, 2013),

teaching. While qualitative descriptive method is applied to collect the data[43].

Lastly, Belzuglova, Ilyasova, and Beisembayeva identified the appropriate way of teaching grammar to bilingual students in Kazakhstan[44]. This action research designed two lesson plans for two classes in which each classes has the same age, educational and social background. The two lesson plans present inductive and deductive approach. It revealed that students faced difficulties in understanding and using the pattern by applying deductive approach. Instead, students can actively participate in the process of teaching or learning process. They interact with other students and teacher to try guessing the meaning of the structure. In contrast, the difference between this study and the upcoming research is on the program chosen. This study only identifies the bilingual students whil the upcoming research is regular and bilingual students.

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[43] Outaleb, Abdeslam. *The Deductive/Inductive Approaches to Teaching Grammar: Moroccan ESL University Students' Attitude* (Mohammed V de Rabat University, 2014), 23-24

[44] Bezuglova, Olga Andreevna. Ilyasova, Liliya Galievna. Beisembayeva, Zhanargul. *Teaching Grammar to Bilingual Learners.* (Eurasian National University, Nur Sultan, Kazakhstan, 2019), 44-49

CHAPTER III
RESEARCH METHOD

The third chapter provides several aspects of the research methodology which are approach and research design, subject and setting, data and source of data, instrument, data collection technique, and data analysis technique.

A. Approach and Research Design

This study used qualitative research since it was best suited to address a research problem. This design was aimed to describe the phenomena of study in teaching grammar through certain approaches and needed to learn more from participants through exploration about the best approaches and the possible method applied among senior high school students. The form of phenomenon can be an activity, the characteristic, the changes, the relations, the similarities, and the differences between one phenomenon with another phenomenon[45]. In this study, the phenomenon observed the teachers' approaches and suitable method in teaching grammar. The research analyzed deeply the teachers' approaches and method applied among the students in senior high school students. Creswell also mentioned that descriptive qualitative can be collected by reviewing the report, observing the attitude, or asking some questions to the participants. This study aims to explore teachers' approach applied and the possible method used by teachers for senior high school students by collecting the data through observation and interview.

B. Research Subject and Setting

This study was conducted to analyze the teachers' approaches and certain method used by teachers in international and regular classes. The rationale to focus on international and regular program because the main language used by teachers and students in each program is different. Besides, the treatment given by teachers to each program is also diverse. The subject of this study was the teachers since the study needed to find out the teachers' approach in teaching grammar. Furthermore, this research identified teachers who had at

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[45] Creswell, J.W. *Educational Research* (University of Nebraska-Lincoln, 2012), 16

least experienced two years in teaching English in order to prevent a novice teacher and different effect.

1. Place

The research observed in SMA Muhammadiyah 2 Surabaya to examine the teachers' approaches and suitable method of grammar teaching. The subject was English teacher at SMA Muhammadiyah 2 Surabaya who taught in both international and regular classes. The school was chosen since this school was one of role models which presents two programs.

2. Time

This research was conducted at the beginning of new semester in 2019/2020. Commonly, the topics were firstly introduced and not discussed yet. Therefore, the grammar teaching would be accessible to conduct for teachers at both international and regular classes.

C. Data and Source of Data

1. Data

Several data can be used in qualitative descriptive which are optical information like photograph, video, or movie, observation, internet, or interview[46]. To answer the research question, this study used primary data. The primary data is the main data in the form of word or action. Therefore, the primary data of this study was interview transcript discussing about approach and method in teaching English grammar. The data needed in this study was teachers' approaches and the possible method used by teachers by having list of interview questions.

2. Source of Data

Source of data can be achieved by written or oral expression. As stated by Arikunto, source of data is the subject on how to collect the data. It can be having questionnaire or Interview, while this source of data named respondent. Respondent is a person who response or answer questions from the researcher.[47] The respondents were three teachers teaching in both international program and regular program. They were

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[46] Verlag GmbH, Rowohlt Taschenbuch. Hamburg, Reinbek bei, *An Introduction to Qualitative Research Fourth Edition Sage* (colour Press Ltd) 2009), 219

[47] Hadari, Nawawi. 2001. Op. Cit. p144

interviewed to find out the teachers' approach and method in teaching grammar for senior high school students.

D. Data Collection Technique

How to collect the data in qualitative descriptive research can be done by having an interview, observation, triangulation, or documentation [48]. Therefore, this study used interview to collect the data. Interview was used in this research in order to know deeply about the information which can't be find in observation[49]. According to Uwe Flick, there are three varieties of interview which are unstructured, semi-structured, and structured questions. In order to get the information in details, the researcher used semi-structured form to interview three teachers teaching at both international and regular classes. Those teachers were asked some questions related to approach and method used inside the class. The researcher used interview guideline so that it could control the researcher to ask the questions by online. Each teacher was interviewed in this research and the researcher recorded the interview section.

E. Instrument

This study used interview to collect the data by using texts or words through interviewing participants. Interview guideline was used to observe the teacher's approaches and method used inside the class and to gain more information about the problem in detail. After finding the certain approach used by teacher by observing how the teacher taught, what the teacher instructed to explain grammar, what the teacher did to correct the grammatical mistakes, and so on, the researcher could easily identify the possible method by asking a number of questions in the interview guideline. Thirty five questions on the interview guideline was adapted from Thronburry and Williams' theory. All the teachers were asked by semi-structural interview. The instrument is attached in appendix 1

F. Data Analysis Technique

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[48] Suryana, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif Dan Kualitatif* (Universitas Pendidikan Indonesia, 2010).
[49] J.R. Raco, *"Metode Penelitian Kualitatif"* p 116

After completing the interview, the data was reviewed into six steps based on Creswell theory which are arranging and setting the data up, interpreting the data, coding all the data, categorizing the data into several topic or theme, advancing the themes or categories, and making interpretations. Those six steps were explained in details as follows; The first step was organizing and preparing the data in the form interviews transcript from different teachers. It was later arranged, sorted, and categorized into various types.

The researcher interprets all the data in order to gain the general ideas from each category. There were three categories in interview transcript. After reading all the data in interview transcript, it was coded. Coding the data means organizing or categorizing the data or information. In this step, the researcher did the labeling those categories with the specific keywords and reducing the data if it was needed. Later was categorizing the description into some topics in order to figure it out and classify several topics related to participants' responses.

After having some themes or categories based on the interview transcript, advancing the themes or categories in detail was the next step in analyzing the data. The final step was interpreting the finding. The analyzed data above will be explored and explained in detail in the finding and discussion section. After that, the researcher will draw a conclusion in the form of description about the use of certain approach and possible method used by teachers at SMA Muhammadiyah 2 Surabaya.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

At the fourth chapter, it provides a brief explanation of research finding and discussion of the research. The findings present teachers' approach and the possible method used by teachers in both regular and international classes at SMA Muhammadiyah 2 Surabaya which is gained form the teachers' experiences for teaching both classes. While the discussion section will be the main findings about the topic and related them with the theories and previous study of this research. For this research, the detail information of these two topics will be explained as follows;

A. **Research Findings**

In order to obtain the data related to teachers' approach and method in international and regular classes, this research interviewed three teachers who have been teaching in both two classes for more than two years at SMA Muhammadiyah 2 Surabaya. The outcomes of the interview figured out two main terms that will be examined in research findings based on the research questions. The first term declared about the teachers' approach in teaching grammar at international and regular classes, while the second term declared about the possible method used by teachers while applying certain approaches in international and regular classes. The detail information of those two terms will be detailed as follows;

1. **The teachers' approach in teaching grammar at international and regular class in SMA Muhammadiyah 2 Surabaya**

All of the teachers at SMA Muhammadiyah 2 Surabaya has similar approaches regarding teaching grammar in both international and regular classes. The researcher identified the use of certain approaches by interviewing the teacher on how they firstly teach grammar to the students in both two classes. The teacher figured out that there were no any differences in teaching at international or regular classes. It is so as the teacher should refer to the basic competence which required them not to differentiate the approach. Thus, the researcher would like to expose the approach used by the teacher in international and regular classes.

a. Inductive Approach

Inductive approach refers to giving an example first before the rules, asking the students to generalize the grammatical rule, asking the students to test grammatical rule against new sentences, and requiring the students to actively participate inside the class. Meaning that inductive approach requires the students to be more critical about certain topic and more aware of their background knowledge. How the teachers applied this approach in teaching grammar at international and regular will be explained in detail,

1) Giving an example before explaining the topic

In explaining an area of English grammar, teachers didn't straightly mention the topic or provide the rules at the whiteboard. It was applied as the teachers want to review about the topic got when the students were in primary and junior high school and built background knowledge in order to find out what the topic is about. The teachers applied the same technique in both regular and international classes. The only distinction is on the number of giving examples. Regular classes need more than two examples in order to perceive the topic, while international classes only need one or two examples. This description can be proven by following statement,

> "*I don't immediately give the topic while teaching, instead I provide some sentences and let the students guess. If it is in regular classes, I need to provide many examples, while in international classes are not. They can guess fast in one or two examples*" (Teacher 3)

There have been two teachers who claimed that they apply the same ways. From the above statements, it can be sum up that the international students have already had better background knowledge than the regular one so that they can easily perceive the area of English grammar.

2) Asking the students to generalize the grammatical rule

After giving the number of examples, the teachers required the students to generalize the grammatical rule in deciding the set of English sentences. In this case, the teachers gave some hints related to topic like allowing the students to know the same characteristics of the given sentences. Later, the students were instructed to guess what topic was about. In this matter, slight difference occurs between regular and international classes. Teachers assume that international classes can simply guess what topic is about and even can explain in detail about the use of each words and the function. In contrary, regular classes can't mention the topic well. Instead, the students only know the topic in general. This fact can be achieved by following statement,

> "*After giving some examples, I usually instruct the students to guess what the topic is. I give the same treatment so far, but the students in international classes have different responses as they are more aware of formulas and topic. They are also fast response so that the teaching and learning process go well*" (Teacher 2)

> "*The students in regular classes can only conclude the formulas based on subject, predicate, and object. While the students in international classes can draw the formulas in detail and complex. To illustrate, they can differentiate the verbal and nominal sentences*" (Teacher 3)

Thus, it can be inferred that regular classes have different input with the international classes. It could be so as international students are classified based on the English ability at the beginning of the first year, while the regular students are not. So that the students can

simply guess the topic or describe it in detail than the regular students.

3) Asking the students to test grammatical rule against new sentences

In this stage, students were asked to check and test the grammatical rule that had been inferred before against new sentences. The following stage was used in order to know the level of students' understanding related to topic and how far the students' ability could apply the rules to make new sentences by themselves. Teachers can also identify the students' difficulty at both classes in producing new sentences either orally or written. Therefore, there is a distinction between regular and international classes. In regular classes, students are started to make a simple sentence which require them to only change the subject or object. While the international classes, the students make more complex sentences. It is affirmed by the statements below,

> "*Surely, I occasionally ask the students to write either orally or anally. The students in international classes can make a complex sentence well.*" (Teacher 3)

> "*Students in international classes can arrange the sentences from specific to general and make a complex sentence easily. While in regular classes, I start from an easy one in which they only change the subject and object. Both classes will compose the sentences at the end before creating a paragraph and editing. It only differentiates the steps to reach the basic competence.*" (Teacher 2)

From those statements, it can be seen that how the teachers treat the students is just the same as others. In this case, the teachers give the same technique in both two classes but still look at the students' ability to measure whether this technique can be achieved or not.

4) Requiring the students to actively participated inside the class

One of aspect in inductive approach is to require a highly students' participation in the class and independent attitude while having a self-learning. In this circumstance, the teachers give chance to the students to be critical and think by themselves. Students' participation can be achieved by several activities like role play, self-learning, discussion, presentation, conversation, and others. The students at SMA Muhammadiyah 2 Surabaya in both regular and international classes have already accomplished those activities. For this reason, there is a slight difference between the level of students' participation. Based on what the teacher said, students at regular class are fifty percent participating inside the class, while the international class is about ninety five percent. It could be so since some of the students at regular class knew nothing about what to do. Thus, participating in class activity is considered to be puzzling for them. This narration can be confirmed by the following statements

"Both classes actively participate in the class, it only distinguishes the level of participation. Let's say, 50% for regular classes and 95% for international classes" (Teacher 3)

"All of them are active. However, there are some students in regular classes have no idea what to do, and what to answer when I give them a question." (Teacher 1)

Therefore, it can be inferred that inductive approach may not be less suitable with the regular classes as they don't have enough comprehension about certain topic.

b. Literacy Approach

Literacy approach refers to reading and writing activity which lead the students to introducing the text, pointing out

to the students an interesting word or provocative phrase, asking the students to write grammatically, instructing the students to revise it, and stopping the students' activity while writing and directly give brief instruction. Moreover, students will be easily perceiving grammar rule if it is introduced in a full text. In this case, teachers are not only aware of students' understanding about the text, but their grammatical rules also. How the teachers apply this approach in teaching grammar at international and regular will be explained in detail,

1) Introducing text to the students for explaining the topic

In some cases, teachers don't constantly use examples to explain a grammatical rule. It sometimes depends on certain topic which relates to particular text like narrative text, exposition text, recount text, and others. In such a case, teachers introduced the text first. Later, the students were asked to identify either the similarity of each sentences or the similarity of each verbs. As an example, teachers introduced passive voice tense, they don't automatically show the rules or sentences. Yet, the teacher presented exposition text in which there were many passive voice tenses used. Herewith, teacher hint the students to identify what the characteristics of each sentences were. Whether there was any to be or not, the verb used in each sentence, and the subject pronoun. Later, the teacher asked the students to draw a conclusion about how passive voice was formed.

Both regular and international classes have the same treatment regarding to this condition. Teachers give the same treatment on how they teach the students. However, the difference is on the given text to each class. Text taken from IELTS/ TOEFL reading comprehension is used by the international classes, while regular classes use text from their coursebook. Other teacher sometimes uses a sequence picture accommodated by text in order to explain the grammatical rule. In addition, the teacher assumes that teaching grammar can't be separated from other skill,

as grammatical rule can be constructed in the form text especially. This fact can be achieved by the following statements,

> *"I sometimes teach grammar by text, but I need to look at topic first whether it relates with grammar learning or not. I personally don't differentiate the way of teaching between two classes, it only differentiates the level of complexity of the text. To illustrate, I take the text from TOEFL/IELTS for international classes, while for regular classes are from the coursebook."* (Teacher 1)

> *"I also use text, but I mostly use sequence picture in which there is a text below. I mostly use short text."* (Teacher 2)

> *"I mostly teach grammar by text as grammar is integrated skill, I guess. They will also answer many questions by text in national examination. Thus, I can't teach grammar as an individual unit."* (Teacher 3)

From those statements, it can easily be inferred that teachers should also be aware of the students' needs and ability. In giving the different text between two classes identify that teachers aware of students' capability to comprehend something. Likewise, what the students' need at the end of the year is final examination (UN) in which require them to answer many questions in the form of text.

2) Pointing out the students to explain an interesting word

Afterwards, the teacher pointed out some of the students to explain an interesting word with the purpose of checking students' understanding about the difficult word or phrases. Interestingly, there is significant differences in both two classes. In international classes, students have already had basic

skill about the certain text. So that, it doesn't need for teachers to explain in detail. At the same time, regular classes need more explanations from teachers as they don't understand concerning the word, phrase, or the characteristic of the text.

For instance, in the process of comprehending the text, the teacher found sentences which related to the topic given. The topic could be varied, it could be the topic from the previous meeting or the topic discussed at that time. Let's say the sentence was "I am bored". The teacher then asked the students about the difference between "I am bored" and "I am boring". Some of the students in the regular classes were still confused of both two sentences, only some of whom could answer well. Hereby, the teacher gave explanation in detail about the difference. In contrary, Most of the students in international class could answer well, even there were one or two students didn't get it. This case can be confirmed by the following statement,

> "*I frequently point some students in regular classes, since I don't get any feedback if I don't ask. It is different from international classes. I barely point the students, because they can understand the topic easily*" (Teacher 2)

Thus, it can be inferred that students in regular classes still need more guidance from the teachers even the text given is easier than the international classes. While in international classes, teachers barely apply point out the students since they have already known the text.

3) Asking the students to write grammatically

Besides reading, literacy approach also requires the students to write grammatically. In this case, teachers can also measure how far the students can apply an area of English grammar into their writing. Thus, students don't only know the difference,

characteristic, form, or any other, but they also know how to implement it. As an example, after learning simple past tense, the teacher instructed the students to make recount text. In this case, the students were required to tell their past event like their last holiday, embarrassing moment, unforgettable story, and others. By applying what the students had learnt into text simplified the teacher to check whether the students had already perceived the topic well or not.

All of the teachers at both international and regular classes frequently ask the students to write grammatically. For this reason, the teachers assume that the purpose of writing activity is used for academic writing, so that it should be grammatically correct. Furthermore, another teacher also said that writing activity is different from speaking in which an individual can't use gesture to make sure other individual understand what it is saying. Therefore, to make sure the readers understand what is written, grammatically correct is needed. It is affirmed by the statements below,

> *"I frequently instruct the students to make a text grammatically, because the purpose of writing isn't only for formal writing, but academic writing also. Thus, in order to make the text can be easily understood, they must write it grammatically."* (Teacher 2)

> "*In academic writing, grammatically correct is needed. So, the students will get used to*" (Teacher 1)

> *"Writing is different from speaking skill. We need to write grammatically to make others understand what we write. While in speaking, we don't have to as we can use gesture to make others understand what we say"* (Teacher 3)

From those statements, it can be seen that an area of English grammar is quite crucial in writing at both international and regular classes. Thereby, there is no any distinction between both of them in this stage.

4) Instructing the students to revise the writing

In writing activity, students can't avoid making a mistake. For this reason, teachers should be aware of instructing the students to revise their writing. In this case, the revision concerns to the students' grammatical rule in writing. Teacher at international classes frequently instructs the students to revise their writing, as well as the regular classes. Yet, how the teachers give the instruction is quite different between two classes. In international classes, students were actively participated in revising the mistake like doing a peer feedback. It was so as the students had already known the basic skill and already mastered the area of English grammar. While in regular classes, teachers had to revise by themselves.

As the example in international classes, after completing the written-task, the teacher instructed the students to switch their task with their desk mate. Later, the students were asked to check and made a circle of the wrong sentences or phrase. The teacher then required the students to return and correct it. Last, the students had to submit their task. Herewith, the teachers gave score while also checking the correction of the task. Contrastingly, the students at regular classes couldn't do the pair feedback. Thus, after completing the written-task, teacher instructed the students to move forward one by one and checking the grammar mistake together.

In some cases, when teachers had to revise by themselves, international classes only need once revision while the regular classes need two times revision. This narration can be confirmed by the following statements,

> *"I personally revice the writing one by one in regular classes. So, I call them one by one*

and show them their mistakes. While in international classes, I am used to applying pair feedback" (Teacher 2)

"It only needs one revision in international classes, while in regular classes need twice" (Teacher 1)

From those statements, it can easily be inferred that the level of mastering the area of English grammar affect to how the students revise their writing. Moreover, it also influences to how the teacher gives the instruction.

5) Stopping the students' activity while writing

Writing activity is a process that contains of several stages in which there are a pre writing, drafting, revising, editing, and publishing. In the process of writing, teachers will frequently face some students' errors in writing. In literacy approach, teachers assume to stop the students' writing activity in order to make sure they don't do further mistake at the next step. In this matter, teachers need to stop the writing activity while seeing the common problems in a students' work and offer a brief instruction on the spot.

As an illustration, teacher required the student to make recount text on the spot. While the students were writing, teacher was walking around the class to monitor their writing. The teacher asked and checked their writing once in a time. While the teacher found mistakes in some students' writing, the teacher automatically stopped the activity and gave brief explanation**.** There is not any distinction between regular and international classes. This technique is applied in two classes. The description above can be demonstrated by the following statement,

"I once stopped the activity, because they did many mistakes. In my opinion, when some students do many mistakes, it means that my

explanation is not quite clear. If they have got what I mean, I will let the students continue the activity." (Teacher 2)

Therefore, teachers gave the same treatment in either international or regular classes even though international classes are considered to be more thoughtful than regular classes.

6) The students easily perceive the grammar rule by text

As noted in the previous statements that teaching grammar can't be separated from any other skill, especially for writing. Thus, in some conditions, teachers need to precede text while teaching grammar since text covers an event or case which relates to an area of English grammar. Besides, it also leads the students into indirect instruction in which the students don't need to learn the area of English grammar as an individual unit. For these reasons, teachers believed that learning grammar was easily perceived by the students in the form of text. In addition, at the end of the year, students need to face the national examination which require them to answer all of the question in the form of text. Thereby, the teachers are used to teaching grammar by text.

To illustrate, while teaching narrative text, the teacher also introduced the use of simple past tense. Herewith, the teacher gave more detail information about those two topics like why it uses simple past tense, when it is used, how it is applied, and so forth. Likewise, while teaching explanation text, teachers additionally made clear about the use of passive voice in explanation text. In this case, both international and regular classes are similar. Teachers believed that there are no any differences in applying the principle. This fact can be achieved by the following statement,

"Learning grammar by text is much easier because there is a context covered the event" (Teacher 1)

> *"Mostly, examination at senior high school is always integrated by text. So, grammar isn't tested individually. The main purpose isn't only related with the basic competence, but they can answer the question also. Thus, I guide them to be able to answer the questions by text"* (Teacher 2)

Thus, it can be inferred that the teacher' beliefs at the easiest way of teaching grammar is similar to others. Besides, the reason behind why there is no any difference at both international and regular classes is both classes have the same conditions.

2. **The teachers' method in teaching grammar at international and regular classes by using certain approach in SMA Muhammadiyah 2 Surabaya**

Tabel 4. 1 Teachers' method in teaching grammar by using certain approach at international and regular classes

Approach	Method
Inductive approach	Direct method
	Communicative
Literacy approach	Audiolingual method
	Grammar in context

a. The Method by Using Inductive Approach
   1) Direct Method
      a) Teaching the difference between passive and active through minimal sentence pairs

      In this lesson, the teacher contrasted two easily sentences structured in English in which one

was passive and the other was active. The teacher later instructed the students to identify passive and active sentence. Afterwards, the teacher gave explanation about the characteristics of each sentences. Herewith, teachers emphasized the position of subject and object, to be, and verb in both sentences. To illustrate, the teacher provided two sentences which were "My brother plays a ball" and "A ball is played by my brother". The teacher then instructed the students to focus on the subject and object, to be, and verb. How it could easily be changed when the students want to change active to passive sentence.

Similar to regular classes, the teachers applied the same techniques at international classes. The only difference was on the given example, let's say "when they give him the money, he will tell them the truth" or "the owner had just locked up the shop when a robber with a gun threatened him". The steps kept running with the different type of tenses till the students understood about the differences and the form.

2) Communicative
a) Teaching past perfect tense by using generative situation

The teacher firstly presented a case to the students which related to the use of past perfect tense. The students then were asked to identify the pattern, time signal, verbs, and the difference with simple past tense. For instance, the teacher gave a sentence in English about past perfect tense like "The patient had died before the doctor came". Then the teacher asked to the student which action happened earlier. The students definitely answered that the patient had died. The teacher then gave another example like "she left for school after she had finished her breakfast". The teacher once asked which action happened earlier. The students later answered that "she had finished her breakfast"

came first. In this condition, the teacher not only explained the use of past perfect in order to show the earlier action than simple past, but the pattern also.

After recognizing the patterns, teachers told the detail information about past perfect tense such as the time signal, conjunction that can be used, and the use of verbs. Afterwards, the students were instructed to make their own sentences in order to measure their level of understanding. Teachers applied the same technique in this lesson for both international and regular classes. The difference is only at the process of learning. International classes don't need the repetitive explanation. Thus, after giving one or two examples, they can easily conclude the pattern and practice it. In contrast, regular classes need more repetition to understand about the topic. Besides, the learning process should be learnt in detail and step by step.

b. The Possible Method by Using Literacy Approach
  1) Audiolingual Method
    a) Using song to teach present perfect tense

Firstly, the teacher prepared a song that relates to present perfect tense and the lyric. Before handing out the lyrics, the teacher instructed the students to underline the same patterns of sentence while listening to the song. After underlining the sentences, the teacher then asked the students the meaning of each sentence. Herewith, the teacher also explained the pattern, the social function, the use of past participle, and the time signal. Afterwards, the teacher instructed the students to make their own sentences. The illustrations of the song can be heard from U2 entitled I still haven't' found what I'm looking for

The technique of teaching present perfect by using song remained the same for both regular and international classes. The only distinction is on

the learning process in which international classes is faster at analysing the area of English grammar than regular classes. In this case, teacher needed to hint the students first before explaining the rule.

2) Grammar in Context

    a) Using a recount text to teach simple past

The teacher had already prepared one authentic text from the coursebook before coming to the class and handing out to the students. The students then were instructed to circle the verb in order to understand about the verbal form of simple past tense. Later the teacher asked about the form of verb on the text in which all of the verbs using regular and irregular verbs. After giving brief explanation about the use of regular and irregular verbs, the teacher instructed the students to find other examples of simple past tense on the text, underline them, and discuss in pairs about the forms. Similar to nominal form, the teacher did the same technique like before. Those steps are applicable for the regular classes. Teachers need to teach the verbal and nominal forms in separated way.

Different from regular classes, the text given for international classes was more complex than the regular classes. Moreover, the teachers taught the two forms become one as the students had already known the basic skill. As an example, after handing out the text to the students, the teachers asked the students to underline the regular and irregular verbs. Surprisingly, the students not only underlined the regular and irregular verbs, but they also underlined the to be verb like was and were. Herewith, most of the students had already known the differences between two forms. For this reason, teachers gave more detail information about the use of text and why it used simple past tense.

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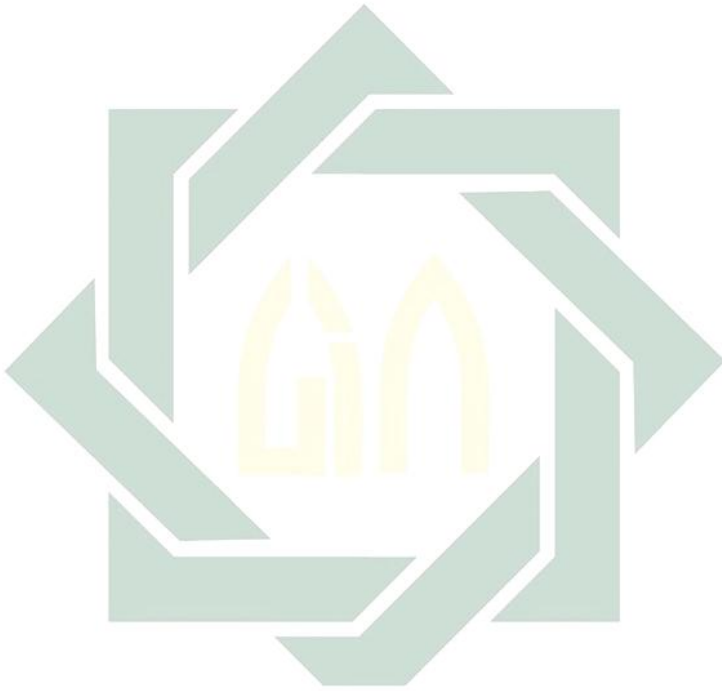
b) Using scripted dialogue to teach conditional sentences

First of all, the teacher had already explained the general information of conditional sentences type two and three. So that, before applying it into the dialogue, the students already knew about when and how to use it. Later, the teacher handed out some scripted dialogues in which there were some blanked conversation. In this case, the students need to answer the blanked conversation based on the condition at the scripted dialogue, whether it needed conditional type two or three. To make it clearer, here is the example of the scripted dialogue.

Dialogue 1

Angga   : We're going to have a party tonight. Do you want to come?

Rani   : Oh, I can't. My parents are visiting me tonight. If they _____ (visit), I _____ (join),

Dialogue 2

Rani   : The speech is terrible. If he _____(talk) about something else, I _____ (be glad), But this is just boring

Angga   : Please, be quiet! I'm trying to pay attention here

Rani   : Since when have you strated being interested in microbiology?

Angga   : What are you talking about? If there _____ (quiz) later, I _____ (be here) now!

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sources: islcollective.com

"I think teaching method that I consider successful was using dialogue and story. At

that time, I taught conditional type 2 by asking the student to make dialogue. The students chose the topic they want. The really understand about the usage of conditional sentence contextually. Not only building the conditional sentences, but also give the fact"(Teacher 1)

After the students were able to identify the use of conditional sentences, the teacher instructed them to make a dialogue in pairs. At this part, there is a significant difference between international and regular classes. In regular classes, the teachers provided the situations or case in which the students need to make a dialogue based on the given situations. Let's say one pair get the situation like *you came late for school as you slept late at night*, and other pairs got the different situations. In this case, students at regular classes need to make a dialogue and place themselves as if they were the person they had been writing about.

Unlike regular classes, the students at international classes made a dialogue based on theme given by teacher. So that the teachers prepared some themes for each pair such as coming to festival, making appointment, watching cinema, getting sick, and many others. Then, after the students were able to identify the use of conditional sentences, the teacher will give the theme to make a dialogue under the requirement minimum six sentences for each student. The requirement for both regular and international classes were the similar.

B. Discussion

In order to distinguish the same interpretation with the findings, discussions section describes it by considering on the relevant theories and previous studies. The theories have been presented at the second chapter of this research. Hence, the research questions are

what approach applied in international and regular classes and the possible method used by teacher in teaching grammar.

1. **The teachers' approach in teaching grammar at international and regular classes in SMA Muhammadiyah 2 Surabaya**

Founded on the finding, there have been two approaches used by teachers at both at international and regular classes in teaching grammar which are inductive and literacy approach. Both classes applied the same approach in which each approach has each step.

a. Inductive Approach

Inductive approach is started from giving examples in which the rules are inferred[50]. It revealed that teachers using inductive approach by presenting the examples before explaining the topic, asking the students to generalize the grammatical rule, instructing the students to test grammatical rule against new sentences, and requiring the students to actively participated inside the class. All of those steps of teaching grammar by using inductive approach is in line with Zhou Kee's theory which affirmed that the inductive approach can be reached by those following steps in which involving the students in the process of learning. Zhou also mentioned that inductive approach encourages the students to formulate grammatical rules by themselves, to check, test, and revise rather than to memorize the rules without knowing the reason why[51].

1) Giving an example before explaining the topic

The finding indicates that teachers don't straightly mention the topic or provide the rules effortlessly to the students in both regular and international classes. The technique is similar to the previous study of Prijambodo and Gorat which provide the students a series of examples or non-examples in

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[50] Thornbury, Scout. *How to Teach Grammar* (Bluestone Press, Charlbury, Oxfordshire, UK, 2002), 26-69

[51] Ke, Zhou. *An Inductive Approach to English Grammar Teaching* (California State University, East Bay, 2008), 1

order to find out the grammatical rule[52]. It was so since the teachers had to review about what the students had learnt either in primary or junior high school. This finding supports Shaffer who asserted that the students were not seriously aware of what structure they are learning until at the end of the lesson, the teacher give the students the explanation to describe what they had already learnt[53].

Another finding also shows that regular classes need more examples to perceive the area of English grammar than international classes. This is because the international classes have already known the topic before. Therefore, they don't have any difficulties in guessing the form or structure of new sentences. As stated by Shaffer in the previous studies who claimed that inductive approach would be quite difficult for weak or slow students since they urge to be more critical[54]. It also indicates that fast learners have got the basic knowledge of the topic so they can easily demonstrate the rules.

2) Asking the students to generalize the grammatical rule

Before instructing the students to generalize the grammatical rule, teachers don't automatically let the students look by themselves without giving any guidance. It is found that teachers at both international and regular classes gave some hints so that students could easily guess the topic, the function, and the rules. This finding has the same interpretation with the previous study by Outaleb who stated that teachers is only the guide watching the students dealing with the

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[52] Gorat, Limris,. Prijambodo, Luluk. *The Effect of Using Deductive Approach and Inductive Approach in Teaching English to Students on Their Conditional Sentence Mastery* (Magister Science, 2013) 80

[53] Shaffer, Constance. "A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages."*The Modern Language Journal*. 73.4 (1989):395-403. Web 395

[54] Shaffer, Constance. "A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages."*The Modern Language Journal*. 73.4 (1989):395-403. Web 396

area of English grammar[55]. Teachers are not the main role in inductive approach, otherwise students lead the learning process on how the structures are formed.

However, it doesn't; mean that teacher doesn't; give any help. In this case, teachers are as a facilitator. Al-Kharrat in his research has the same interpretation regarding to eliciting the students to improve their understanding for both slow and fast learners[56]. It was revealed that the difference between international and regular classes is on giving explanation while generalizing the grammatical rule. International classes are considered to be more detail about the use of each words and explain about the function than regular classes. This finding is affirmed by Shaffer who strated that inductive approach is best-suited for fast learner[57].

a) Asking the students to test grammatical rule against new sentences

After going to the second step, students formulate a temporary grammatical rule to determine the use of an area of English grammar in the appropriate manner. In addition, it is also used to check and test the rule in against new sentences[58]. The characteristics of inductive approach is also exposing the examples to the students of when and how a structure is used, so that they can formulate the underlying generalizations in terms that the students can best understand[59].

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[55] Outaleb, Abdeslam. *The Deductive/Inductive Approaches to Teaching Grammar: Moroccan ESL University Students' Attitude* (Mohammed V de Rabat University, 2014), 13

[56] Al-Kharrat, Mohammed. *Deductive and Inductive Lesson for Saudi EFL Freshmen Students*. (King Khaled University, Institute of English & Translation, *2000)*

[57] Shaffer, Constance. "A Comparison of Inductive and Deductive Approaches toTeaching Foreign Languages."*The Modern Language Journal*. 73.4 (1989):395-403. 396

[58] Ke, Zhou. *An Inductive Approach to English Grammar Teaching* (California State University, East Bay, 2008), 6

[59] Shaffer, Constance. "A Comparison of Inductive and Deductive Approaches toTeaching Foreign Languages."*The Modern Language Journal*. 73.4 (1989):395-403. 400

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In this step, teachers at both regular and international classes have been applying this step. It only distinguishes the new examples made by both classes in which the regular classes make it simpler than the international classes. This finding has been in line with Carroll in the previous studies who claimed that slow students are not capable of generating new ideas autonomously[60]. It is caused by lack of ability of the students in interpreting the new sentences.

b) Requiring the students to actively participated inside the class

Active learning activities like having group discussion, group work or project, case study, and presentation encourages the students to actively take part in the learning process instead of being fed the rules[61]. Here, the students at both international and regular classes had actively participated inside the class. The students applied presentation and group discussion once in a time. However, the students at international classes are considered to be more active than regular classes as few students at regular classes were still puzzling what to do.

This finding is similar to the previous study stated by Shaffer that having group discussion is helpful in inductive approach in which the students can take an input from the teachers or peers[62]. It is considered to be effective if their perceptions are initially incorrect. Herewith, the teacher or even their friends can help steer them at the right direction.

b. Use of Literacy Approach

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[60] Carroll, John B. *Language and Thought.* Englewood Cliffs, NJ: Prentice-Hall, 4
[61] Hidayat, Ferry. *Teaching Grammar by Induction to 21st Century Learners with Corpus Linguistics Technology.* (LBPP-LIA Harapan Indah,) 2
[62] Shaffer, Constance. "A Comparison of Inductive and Deductive Approaches toTeaching Foreign Languages."*The Modern Language Journal*. 73.4 (1989):395-403. 400

Teachers may think that teaching grammar separately is not favorable to the students since they only learn the way language is constructed[63]. However, helping the students apply grammatical rules into communicative task like writing or speaking is quite challenging. It relates to literacy approach which requires the students to learn grammar by reading which will immerse them in spoken or written language. Reading activities will lead the students into discussion of form, function, and meaning as well. In addition, this kind of approach will lead the students to indirect instruction[64]. This approach can be reached by teachers while discussing a text, pointing out to students an interesting word or a provocative phrase, asking the students to write grammatically, instructing the students to revise their writing, and stopping the students' activity while writing. Those activities are supported by William who also stated that the students can easily perceive the grammar rule if it is introduced by text[65].

1) Introducing text to the students for explaining the topic

Grammar is commonly presented out of context. Thus, students are given particular sentences in which they are expected to explore grammatical structure in context[66]. In accordance with the finding, students at both international and regular classes were asked to identify either the similarity of each sentences or the similarity of each verbs for the purpose of exploring the grammatical structure. In grammar instruction, the objective is not to teach grammar rules but to teach how to apply them in language skills. The instruction has the same implementation as Mart in the previous studies which claimed that context gives more

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[63] Puji Widodo, Handoyo. *Approaches and Procedures for Teaching Grammar* (The English Program, State Polytechnic of Jember, 2006) 122

[64] Williams, James D. *The Teacher's Grammar Book* (Soka University, New Jersey, 2005) 46-47

[65] Williams, James D. *The Teacher's Grammar Book* (Soka University, New Jersey, 2005) 46-47

[66] Mart, Cagn Tugrul. *Teaching Grammar in Context: Why and How?* (Department of Language, Ishik University, Erbil, Iraq, 2013) 126

precise understanding of how to use grammar and presents accuracy at both spoken and written[67].

2) Pointing out the students to explain an interesting word

In case of lexicon or phrases, grammar presents how several lexical items can be united into good sentences so it can be a meaningful and communicative statements[68]. Another theory also claimed that learning grammar for students can express meaning in the form of phrases, clauses, and sentences[69]. The result of the interview indicated that teachers at regular classes had regularly pointed some students to explain an interesting word and how it was applied in a sentence. This aspect is really useful for students so that they can recognize the use of words in a sentence. It is also supported by the previous studies of Mart Tugrul claimed that it is essential for teachers in choosing the text with a high frequency of words or sentences. It will give help leaners notice the new item[70].

However, it is not applied in international classes, considering the students' ability in understanding a word or phrases had already been good. The students at international classes had already known the use of some words or vocabularies in sentences or clause. The difference is only on the pointing out activity. They automatically asked the teacher itself to ask the meaning, different from regular students who need to be asked.

3) Asking the students to write grammatically

One of aspects in literacy approach is requiring the students to write grammatically either in sentences

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[67] Ibid,

[68] Puji Widodo, Handoyo. *Approaches and Procedures for Teaching Grammar* (The English Program, State Polytechnic of Jember, 2006) 122

[69] Doff, A. *Teaching English: A Training Course for Teachers (14th Ed)* (Cambridge, Cambridge University Press)

[70] Mart, Cagn Tugrul. *Teaching Grammar in Context: Why and How?* (Department of Language, Ishik University, Erbil, Iraq, 2013) 127

or paragraphs[71]. This aspect can also measure the students' ability in applying the area of English grammar to their writing, whether the students can put the correct forms or not. Finding of this research shows that teachers in both regular and international classes had frequently asked the students to write grammatically. It was so since the teacher assumed that writing activity is different from speaking in which an individual can't use a gesture to make sure others understand what it is saying. Thus, to make the readers understand what it is written, grammatically correct is needed. It is affirmed by Widodo in the previous studies asserted that grammar in writing provides the students to place their ideas into simple or understandable sentences that they are able to communicate in written form successfully[72].

4) Instructing the students to revise the writing

After mastering the area of English grammar, the students are required to apply the rules of language in the form of spoken or written. The number of linguistics recommends that students normally make mistakes or errors at this stage, and it is totally natural and common practice for the students[73]. It can't be denied that the finding also found that students at both international and regular classes had also made mistake in the writing activity. The difference is only on how the teachers instruct the students to revise their writing.

During the process, a teacher is required to help learners either to self-notice or to self-correct[74]. Yet, it can only be applied in international classes. The teacher applied self-notice by having peer feedback. In this case, the students are required to check other

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[71] Williams, James D. *The Teacher's Grammar Book* (Soka University, New Jersey, 2005) 46-47

[72] Puji Widodo, Handoyo. *Approaches and Procedures for Teaching Grammar* (The English Program, State Polytechnic of Jember, 2006) 122

[73] Puji Widodo, Handoyo. *Approaches and Procedures for Teaching Grammar* (The English Program, State Polytechnic of Jember, 2006) 124

[74] ibid

students writing and correct it. It's different from regular classes which require the students to have a discussion along with the teacher to notice some mistakes in the writing. Even at the end of the discussion, the students at regular classes did the correction by themselves.

5) Stopping the students' activity while writing

Literacy approach emphasizes the grammar teaching on writing and reading in which teachers facilitate writing process by helping the students produce drafts, instructing the students read the work continuously, and providing helpful suggestions. The pedagogy of grammar teaching presents that when teachers see common problems in students' work, they stop the writing activity and offer brief instruction on the spot[75]. It is in line with the result of interview indicating that teachers need to stop the writing activity while seeing common errors. It is assumed that they don't do further mistake at the next step. In this case, there is no any distinction between regular and international classes.

6) The students easily perceive the grammar rule by text

Learning grammar by context positively influences the students' ability to apply grammatical structure accurately in language skills. It gives the students opportunities to see how an area of English grammar works in sentences or paragraphs and organize words to make them more meaningful[76]. As noted in the finding shows that teachers at both international and regular classes preceding text while teaching an area of English grammar. It is considered

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[75] Williams, James D. *The Teacher's Grammar Book* (Soka University, New Jersey, 2005) 46-47

[76] Mart, Cagn Tugrul. *Teaching Grammar in Context: Why and How?* (Department of Language, Ishik University, Erbil, Iraq, 2013) 124

as text covers an event or case which relates to grammatical instruction. In addition, the students at both international and regular classes which stay at the 12th grade are prepared to face the national examination in which the questions in most of test are in the form of text.

The same reason identified that students are commonly failed to apply their knowledge of grammar when they are communicating. The students know the rules explicitly, but still failed to apply them in communication. Thus, learning grammar by context will enable the students to apply the area of English grammar to communication[77]. It relates to the finding affirmed that students not only learn grammar as an individual unit, but they also learn grammar in meaningful context such as when and how to use it in certain case. Moreover, students are able to find new terms in the context which will enable them to apply those terms in communication.

2. **Teachers' use of direct method in teaching grammar at international and regular classes by using certain approach in SMA Muhammadiyah 2 Surabaya**

The ways on how to teach grammar has been the real issue of discussions rather than the existence of grammar teaching in language classes[78]. There are several ways in teaching grammar based on each approach. According to the finding, the approach used by teacher at both regular and international classes are inductive and literacy approach. In reliance on the finding, the method used by the teacher was direct method, communicative method, audiolingual method, and grammar in context. How teacher teaches grammar by using those method would be presented as follows;

a. The Possible Method by Using Inductive Approach

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[77] Mart, Cagn Tugrul. *Teaching Grammar in Context: Why and How?* (Department of Language, Ishik University, Erbil, Iraq, 2013) 125

[78] Thornbury, Scout. *How to Teach Gramma*. (Bluestone Press, Charlbury, Oxfordshire, UK,2002),

1) The teacher applies direct method in teaching the difference between passive and active through minimal sentence pairs.

Direct method is dealing with the students' ability to communicate and to think in target language[79]. Here, the teacher at both international and regular classes provided two examples of passive and active sentences in which required the students to identified each example by paying attention to subject, object, and verb. While instructing or giving hint to the students to get the grammatical rules, teacher didn't use any translation in Bahasa Indonesia. This also has been in line with the previous studies asserted by Freeman that teacher may not use native language in the classroom[80]. It is applied at both international and regular classes. The distinction is on the number of examples given by teacher and the complex sentences used by teacher.

Larsen Freeman also reviewed some technique of direct method that used by teacher at both regular and international classes such as question and answer exercise and getting students to self-correct[81]. While introducing passive and active sentences, teacher gave hint to the students by asking several questions and the students answered the question. This technique is conducted only in target language so that the students can practice new words and grammatical structures.

2) Teacher's use of communicative method is used by teacher in teaching past perfect tense by using generative situation.

Communicative method aims to use and interpret meaning in real-life communication and not simply learning formal grammatical rules and

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[79] Freeman, Diane Larsen. *Techniques and Principles in Language Teaching.* (Oxford University, New York, 2000) 23
[80] Ibid, 27
[81] Ibid, 31

structures[82]. It is also understanding how to produce grammatical sentences accurately and produce them appropriately. In this case, teacher at both international and regular classes provides sentences which require the students to analyze the structure and make other examples by giving a certain case. Herewith, after recognizing the patterns, students are instructed to have a story related to past perfect tense. There is no significant difference at both classes, it only distinguishes the level of analyzing the pattern.

b. The Possible Method by Using Literacy Approach

   1) Audiolingual method is applied to teach present perfect tense.

   Audiolingual method drills the students in the use of grammatical sentence patterns[83]. Here, the teacher handed out the lyrics and instructed the students to underline the same patterns while listening to the song. In this case, teacher elicits the students to write the same patterns and identify the structure, what makes different, why it uses past participle instead of others, the meaning of the context, and so on. This principle is affirmed by Freeman in the previous studies claimed that language forms don't occur by themselves, they commonly occur within a context[84]. The context in this study means the song used by teachers for both international and regular classes. Then, after listening to the song, teacher also presents the final pattern, the social function, the use of past participle, and the time signal. By using context in teaching grammar, especially song, teacher provides the students with a good model. By listening, students are able to sound, to use the sentences, and to mimic the model.

   2) Grammar in Context

      a) Using a recount text to teach simple past

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[82] Nassaji, Hossein. Fotos, Sandra. *Teaching Grammar in Second Language Classrooms.* (Madison Avenue, New York, 2011) 6

[83] Freeman, Diane Larsen. *Techniques and Principles in Language Teaching.* (Oxford University, New York, 2000) 35

[84] Ibid, 42

Using content from other skill in learning grammar isn't a new idea. It contributes the content-based that integrates the grammatical instruction and any other content[85]. Here, teacher at both international and regular classes handed out recount text from the coursebook to the students in which they are required to identify the regular and irregular verbs. The students then underlined some words enthusiastically as the teacher writes them on the board. It is in line with the principle that students will be more motivated to learn when they perceive the relevance of their language use. The students are also given the chance to discuss in pairs about the grammatical rules. It not only involves more than using language conversationally, but also the ability to read, discuss, and write about content from other fields[86].

b) Using scripted dialogue to teach conditional sentences

Using dialogue to teach grammar is considered to be an effective way. It is quite helpful for the students as the use of dialogues generally matches students' expectations of how language is used in the real world in which people use language to talk to one another[87]. Teachers at both international and regular classes had applied the same technique in teaching conditional sentence. It is assumed that students are able to place the right type of conditional sentence in certain case. However, the difference is on the theme given by teachers while instructing to make

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[85] Freeman, Diane Larsen. *Techniques and Principles in Language Teaching.* (Oxford University, New York, 2000) 137

[86] Freeman, Diane Larsen. *Techniques and Principles in Language Teaching.* (Oxford University, New York, 2000) 141

[87] Mart, Cagn Tugrul. *Teaching Grammar in Context: Why and How?* (Department of Language, Ishik University, Erbil, Iraq, 2013) 126

a dialogue. Students at international classes had the comprehensive theme than regular classes. It is in line with Tugrul in the previous study stated that it is important to choose a case with a high frequency of instances in target language in which it will help students to notice the new item[88].

CHAPTER V
CONCLUSION AND SUGGESTION

At the fifth chapter, the conclusion and suggestion based on the analyzed data regarding the teachers' approach and the possible method used by teacher in regular and international classes are presented.

A. Conclusion

1. **The teachers' approach in teaching grammar at international and regular class in SMA Muhammadiyah 2 Surabaya**

   The teachers use two approaches regarding to teaching grammar at both international and regular classes which are inductive approach and literacy approach.

   a. Inductive Approach

   Teacher applies inductive approach by considering the students' level which are not the time to memorize or focus on the rule, instead on how the students can identify and understand the rules by themselves. The teacher also assumes that by applying inductive approach will enable the students to have a long-term memory since they find the rules by themselves instead of being fed by the teachers. It also requires the students to be more active inside the class by having peer feedback and discussion. Teachers prefer this approach to any other approach as it can sharpen the students' critical thinking.

   Teachers at both regular and international classes apply the same approach regarding to teaching grammar. The

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[88] Mart, Cagn Tugrul. *Teaching Grammar in Context: Why and How?* (Department of Language, Ishik University, Erbil, Iraq, 2013) 127

rationale by applying the same approach is on the curriculum and lesson plan which require the teacher to apply the similar approach even though both two classes have a significant difference ability in English. Then, it only distinguishes the techniques and treatment for both classes. It can be the form of giving the different number of examples, different way to explain the topic, different way to illustrate the examples, and different instruction to require the students in participating inside the class.
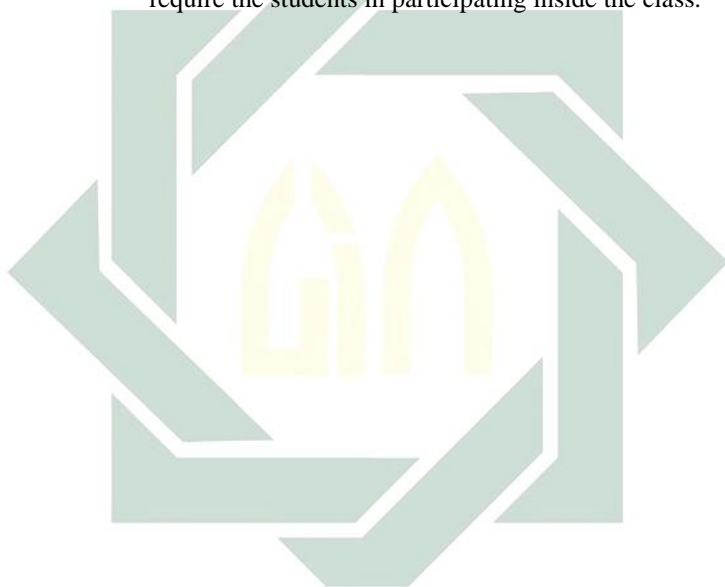
b. Literacy Approach

Teachers presents literacy approach by considering the students' need at the end of the final test. At last, students will face national examination which will require the students to answer all of the questions in the form of text. Besides, there is few individual questions in any test asking about grammar. In this case, students are required to understand the context while also learning grammar. So, it will be much easier for them since they don't learn as an individual unit. For those reasons, teachers prefer literacy approach in teaching grammar to other approach.

As stated in the previous statements that teachers don't differentiate the approach in teaching grammar at both international and regular classes as they have the similar need at the end of the year. It only distinguishes the treatment given by teachers while instructing how to revise the written task, giving the different text which rely on the difficulty level of the text, and pointing the students to find the interesting word or provocative phrase. Considering the same approach used by teachers, they can't differentiate it due to the requirement of giving the same approach. Instead, teachers can't deny the different ability of both classes since the students at the international classes are tightly selected based on their English proficiency. Thus, teachers can only distinguish the treatment.

2. **The teachers' method in teaching grammar at international and regular classes by using certain approach in SMA Muhammadiyah 2 Surabaya**

Based on the research finding, the researcher finds the method used by the teacher in teaching grammar at both international and regular classes. In accordance with the approach used by teachers, the possible method are direct method, communicative method, audiolingual method, and grammar in context. It shows that teacher applies direct method in teaching passive voice by giving two easily sentences and instructing the students to contrast of both examples. While in communicative method, students are required to identify the rules by using a generative situation. Direct and communicative

method is included in inductive approach. Therefore, those two methods are presented by giving an example.

The other method used by teachers in literacy approach are audiolingual method and grammar in context. It indicates that teacher uses audiolingual method in teaching present perfect tense by using song which consist of present perfect tenses and instructing the students to identify the rule and meaning from the lyrics. While teacher also applies grammar in context in teaching simple past tense by having recount text. It indicates that students are instructed to circle the regular and irregular verb on the text. Teachers also use scripted dialogue in teaching conditional sentences by having the students fill the cloze sentences.

It can be sum up that teachers use the same method in both classes, it only distinguishes the technique used by teachers. Teachers use the easiest way in regular classes since most of the students are lack of ability in English, while the students in international classes are good enough in English.

B. Suggestion

1. For the teachers

The result of this study informs others that teacher can apply inductive and literacy approach for both slow and fast learners. It proves that teacher can give the same treatment even knowing the different abilities of both classes. However, teachers should also consider the students' need before applying certain approaches so that the students can achieve the target language well. Other teachers can also apply the possible method used in this research in teaching grammar by modifying it based on the students' ability.

2. For the students

Beyond teacher, students are also the leading role in teaching and learning process, especially while applying inductive approach. The use of certain approach has been selected by teachers by considering the students' need and condition. Thus, the students should pay attention, be more enthusiastic, and be more active in learning grammar no matter the approach is. At the end, it can facilitate the students to recognize the target language well.

3. Future Researcher

    This study only concentrates on teachers' approach and method used by teachers in teaching international and regular classes at bilingual school. Thus, if there is another researcher who want to have the same fields of the research, it had better to conduct the difficulties faced by teachers in applying certain approaches or the advantages and disadvantages by using certain approaches in teaching grammar at international and regular classes. Other researchers can also identify from the students' perspective in using the certain approaches.
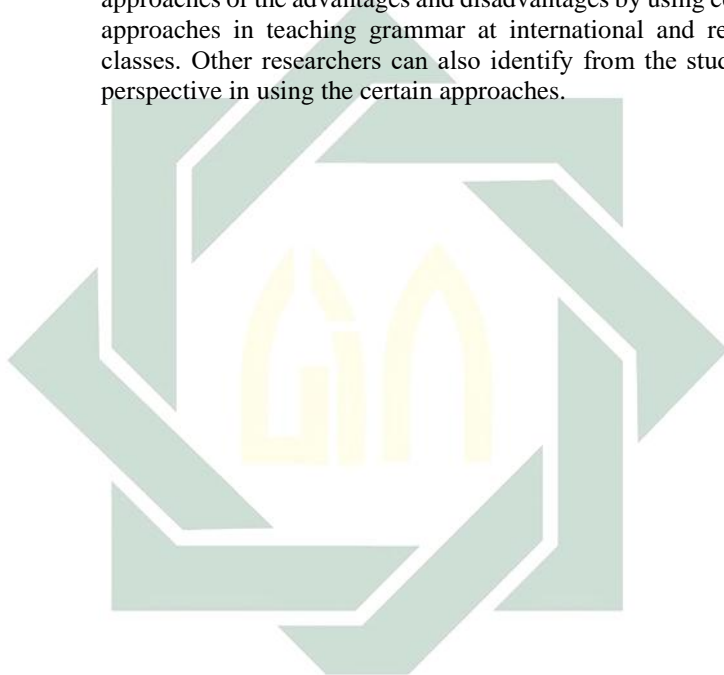
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