

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Every language surely has the set of rules in it, and usually rules imply the rule giver (Poythress, 2011). Some of the rules may be due to human creativity and human rationality. If one's traces back the rules concerning humanity, this must lead to a more ultimate origin, God the Creator of all things. Poythress (2009) said in his book that the foundation of human speech is also reflecting the speech between the Father and the Son. Therefore, through the language, humans can acknowledge God. In the Bible, God is continually present in every bit of language, especially the writers chose specific words to write or describe something in the Bible. It reflects the richness of the mind of God is infinite. This richness is also reflected in language. The structure of language and the structure of logic were also seen as being closely linked (Simpson, 2011). In order to comprehend the richness of language, cognitive process is needed. Thus, the mind is the main attribute of the human that is able to store the memory and understands about rules and concept. One of the responsibilities that humans have to do is to maximize in using their mind capacity. Human is given the responsibility by God to maximize his talent and his mind capacity for God's glory.

Nowadays, one of the current and likely to be future issues is the needs of students being taught and expected to learn through a language that is not their native tongue (Spolsky & Hult, 2008). These days the acknowledgement that English is an international *lingua franca* more likely to be used among English

second language speakers (Larsen-Freeman, 2015). In the book of How to Teach Grammar, Harmer (2007) states that a huge number of students learn English in primary and secondary classrooms around the world. According to Lustig (2018) in BBC news, English is the current favorite *lingua franca* used due to global economy as clearly now English currently surpasses all other languages in the number of people who speak it non-natively. He gave the example in Uganda, all secondary schools must conduct classes entirely in English, and some parents teach their young children English as their first language. In Indonesia context, many international schools obligate their students to speak in English as a primary language used. In many parts of the world, English is still regarded as a passport to success.

In the English language classroom context, students are expected to achieve their best in the learning English because many still believe it is a key to success. Learning English will start from the basic one, which is grammar, vocabulary, and pronunciation so that they have a sufficient basis to go further in learning English language towards other skills. In this research, the researcher only emphasizes on the grammar. However, from the observation, teaching, and learning process that have been conducted during July 23 until August 28, 2018 in one of the Christian schools in Cikarang, the researcher found the problem / gap between the ideal condition and the reality that was happening in the classroom. According to the mentor's feedbacks and students' report text (pre-writing, writing, and formative) showed that they had problem in the field of grammatical knowledge. This fact is also supported by the pre-test about past tense given by the teacher that results more than 50% of the students did not pass the minimum score of 72. Purpura (2004) said

that grammar, the structural glue, the “code” of language, is arguably at the heart of language use, whether this involves speaking, listening, reading or writing. It is essential to overcome this problem since grammar involves four language skills that will affect further learning.

The ideal condition of the grammatical knowledge is the students at grade 9 should have already learned about grammar in their previous grades, especially past tense. This fact is supported by mentor teacher who told the researcher that the students at grade 9 should have learned about tenses in their previous grades. Also, SFC (SDH Framework Curriculum) and KTSP 2006 state that in their grade 7 and 8, the students should have learned about grammar, for example: present tense and past tense. Almost every book that is using KTSP 2006, there is a space for learning grammar. For example, in ‘English in focus for junior high school’ and ‘scaffolding English for junior high school students’ can be found repetition that the grammar teaching is emphasized in every chapter. For these reasons, by no means, they should have mastered the grammar, especially past tense in this grade 9 because they had learned it many times.

After consulting with mentor teacher and field supervisor, the researcher determined the lack of grammatical knowledge as the problem in this research. As stated before, the urgency of grammatical knowledge really affects English language learning. To overcome this problem, the researcher chose deductive teaching method from some other alternatives which are direct method, grammar-translation method, and inductive teaching method. According to Richard & Rodgers (2001), the direct teaching needs lots of oral interaction (pronunciation), spontaneous use of language, no translation between L1 and L2, and has little or no

analysis of grammatical rules. According to Larsen-Freeman & Anderson (2011) and Brown (2001), grammar-translation method is not using full English language but mixing with Indonesia language or translating it into Indonesia, in this school context, the students should speak full English. For grade 9 students, they need to practice more using the concept. Deductive teaching method is suitable for grade 9 students who are going to have National Exam because it provides the students to have drilling and learner autonomy. The other reason is that the students have a pre-knowledge of simple past tense, so they do not need to identify and notice the grammatical structure (Sik, 2015). According to one research, deductive teaching method is more time saving compared to inductive teaching method (Mallia, 2014). For inductive teaching method, the students need more time and energy spent in working out rules. Based on these reasons the researcher chose deductive teaching method rather than any other methods.

1.2 Research Questions

Through the background of the research, the researcher identifies the problem found in grade IX. The research questions for this study are:

1. Does deductive teaching method improve grade IX students' grammatical knowledge?
2. If yes, how does deductive teaching method improve grade IX students' grammatical knowledge?

1.3 Research Purposes

Through the research questions above, purposes of study for this research are:

1. To know whether the implementation of deductive teaching method can improve students' grammatical knowledge or not.
2. To know how the implementation of deductive teaching method can improve students' grammatical knowledge.

1.4 Explanation of Terms

1. Students' Grammatical Knowledge

Knowledge about grammar rules is milestone for the proficient use of a language, and that learners may use grammar knowledge to discover, comprehend and produce purposeful meaning in the context of daily life (Akar, 2005). According to Purpura (2004), grammatical knowledge is a structural knowledge that is available in the long-term memory consisting form, meaning, and involves the capacity to use the informational structures in some way. He added that knowledge of grammar also be inferred from the ability to use grammar correctly while reading, writing, listening to or speaking the L2 – a practice based on the assumption of language that a lack of grammatical knowledge can severely limit what is understood or produced in writing or communication. Moreover, Richards & Reppen (2016) state that grammatical knowledge is related to the knowledge of grammatical rules that establishes one sentence to be grammatically correct and focus on the sentence. In conclusion, grammatical knowledge is individual's knowledge to use grammar correctly that will affect the

production in writing or communication consisting of form, meaning, and involves how to discover, comprehend and produce purposeful meaning in the context of daily life. The indicators of grammatical knowledge are able to recall and recognize the form / pattern of simple past tense; able to infer the correct form / pattern of simple past tense; able to interpret the correct meaning of past tense; and able to use the correct form of simple past tense.

2. Deductive Teaching Method

Deductive teaching method is usually dealt with the explanation of grammar rules, then grammatical exercises, activities, and tasks which lead to automatization in the hope of the students can use the grammar to produce correct sentences (Newby, 2000). According to Harmer (2007), the starting point of deductive teaching method is from the explanations or grammar rules, then having a practice sequence, drilling or repetition that will encourage the students to get controlled of the language and to foster accurate production, and the last is making the phrases and sentences by using the skill. Deductive grammar teaching usually starts with the presentation of a rule and is followed by examples which the rule is applied where the learner engages with it through the examples and emphasizes on producing well-formed sentence (Thornbury, 1999). Moreover, according to Ur (1991) rule / formula is explained demonstrated by the teacher, then the learners are trying to understand the skills that have been given by doing exercises, so that they can use the skill in their own production. Based on the explanation from the experts above, the three steps of deductive teaching method are verbalization, automatization, and autonomy.