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# IMPLEMENTING DIFFERENT INDUCTIVE METHODS IN TEACHING GRAMMAR

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## ABSTRACT

As a teacher, either of English as a second language or foreign language, it is very important to know different approaches to effective instruction in the English language classroom. When it comes to teaching grammar, for example, deductive and inductive methods are two commonly used methods by many teachers. For the sake of understanding, this article is about the inductive approach. It will provide examples, benefits, and steps to teach grammar inductively.

**Keywords:** Inductive approach, second language teaching, grammar learning.

## INTRODUCTION

The inductive method is a more modern versus of teaching where the new grammatical structures or rules are presented to the students in a real language context (Goner, Phillips, and Walters 135). The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples. For example, if the structure to be presented is the comparative form, the teacher would begin the lesson by drawing a figure on the board and saying, "This is Jim. He is tall." Then, the teacher would draw another taller figure next to the first saying, "This is Bill. He is taller than Jim." The teacher would then provide many examples using students and items from the classroom, famous people, or anything within the normal daily life of the students, to create an understanding of the use of the structure.

## METHODOLOGY

The students repeat after the teacher, after each of the different examples, and eventually practice the structures meaningfully in groups or pairs. (Goner, Phillips, and Walters 135-136) With this method, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice (Rivers and Temperley 110). In a language

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classroom while instructing with inductive approach, the teacher at first gives a text or context and then introduces the subject implicitly without mentioning the rules. After the learners do exercises about the text they are given the rules. For example, the teacher gives a text and then asks the learners to identify verbs and then wants them to group the verbs according to different usage of verb forms in simple present tense, such as play and plays. Then the learners are asked to identify how these verbs are used. The teacher monitors and guides. Group of learners then work with one category each to analyse structure, meaning and use, and finally present their findings to the class. "Miss, I do not understand how to use past tense, it is difficult!" or "Miss, when I should use 'have' and 'had'? What is the difference?" Some questions and expressions above are commonly said by senior high school students while they were learning grammar-my experience in teaching experience. Grammar is one of essential content in learning English. However, unfortunately, we do not have similar grammatical rule between Uzbek and English. It becomes big barrier for Uzbek students in learning English. The approach mostly used by teacher in teaching grammar is telling the students about the rule and pattern then drill them with a lot of questions with lack of context or Deductive Approach (Thronbury, 2008). The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory. As the result, students know the pattern but they do not know when and how to use it. Now, the next question is, is the grammar hard to be understood or is teacher fail to make the students understand? These questions must become a reflection for ESL teachers. To find the solution, teacher should come with different kind of methods to make students learn grammar more easily. Inductive approach is one of great alternatives in order to help students learning English grammar more easily. Inductive Approach or 'bottom-up' method is approach that begins the learning with some exercises or examples. Then after that, generate the rule and pattern of the language (Thronbury, 2008). So the learning starts from understanding of the usage of the language. Like when we are acquiring our first language, we are not told the pattern but grab the language from the usage. It is more meaningful because the target of language learning is to use the language for communication. In Bloom's Taxonomy, learning by understanding is included to the second level of the taxonomy (Anderson and Krathwohl in Atherton, 2011). It means that this approach is better than only asking students memorize the pattern but they have less understanding of the usage of the language. The advantage of this approach is when

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we understand something; it will stay longer in our mind. Even when we forget, we can recall it back, but if we only memorize it without understanding, it will just go away and we lose it (Thronbury, 2008).

## RESULTS AND DISCUSSION

Next benefit that can be got from using inductive approach is students can be more actively involved in teaching and learning grammar instead of only become passive recipients (Thronbury, 2008 p.54). Students are not robots that do not have thought and feeling, they need to be involved in the classroom and they have right to get it in learning. If there is something that they do not understand, they should be able to discuss with the teacher or peer. They also should be given opportunity to participate and give their opinion toward the lesson in order to achieve effective teaching and learning, (Kyriacou, 2001). By using Inductive Approach, teacher can facilitate this need by modifying the activity in the classroom using discussion or games that make students become more engaged in generating the pattern of the grammar. When teacher give that opportunity to students, meaning that their existence in the classroom are recognized and their need of competence is also fulfilled. It will automatically increase students' self esteem and it may affect students' motivation to learn (Eggen&Kaucack, 2010). Thus, it helps students in learning. Even though grammar is not the easiest or funniest subject in the world, students will still put their effort to understand it without feeling burden, if they feel good at their self and feel motivated to learn. Another valuable thing that may help students learning grammar is this approach leads students to sharpen their problem solving skills (Thronbury, 2008). Related to our future, we are going to be senior high school teacher. We have to know in what stage of cognitive our students are. Based on Piaget cognitive theory, students institute age or adolescents are in formal operational stage, which means students begin to have capability in generating a hypothesis through problem (Santrock, 2005). Moreover, Santrock (2005 p.127) also stated that adolescents learn through observations and experience. Inductive Approach use example first as the input for students then after that, they will be given problem, which is what pattern can be recognized from the example. It requires students' critical thinking in observing and analyzing the input in order to find the solution for the problem. It is more effective, because it is suitable with students' cognitive developmental stage and facilitates them to develop their cognitive skill.

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## CONCLUSION

In conclusion, Inductive Approach in teaching grammar accommodates many things in order to make students easier to learn about grammar. The first step of the learning gives benefit to students so that they can understand more about the usage of the grammar instead of only remembering the pattern. This approach also opens wider opportunity for teacher to be more creative to design a good atmosphere of learning, so grammar is no longer seen as a huge thing that cannot be beaten. Furthermore, students get advantage from the involvement in the activity because they have chance to be more active; their need to be recognized is fulfilled and may increase their motivation to learn. At last, accommodate students' cognitive skill by letting them experience the learning will sharpen their problem solving skill as it is very important in the real life.

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