

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Grammar is one of determining points of mastering English. It refers to a set of the structural rules of language which concerns with the grammar in any given natural language. Fauziati (2013: 5) stated that we have to begin the study of language, namely its structure and the functions. As Clark and Clark's in Fauziati (2013: 5) have stated "philosophers, orators, and linguists have argued that a language has its structure because humans are subjects to certain general laws of thought. Hence, grammar becomes a basic thing that should be introduced for students in a school. Grammar also becomes starting points to master English well.

Since grammar is an important aspect in learning English, the teacher's teaching will determine the learners' success in learning the language. In this case, the approaches of teaching grammar should be the main focus in teaching and learning process. The teacher's way in delivering and guiding the learners also supports the learners' effort in learning the language.

According to Thornbury (1999: 29), there are two main approaches in teaching grammar, namely deductive approach and inductive approach. A deductive approach is an approach of teaching that is started by some rule presentations from certain material and then followed by examples in which the rule is applied. The example of deductive teaching learning is in any occasion in which learners are told about rule to make a greeting for foreign people, and then they do exactly that.

While an inductive approach is an approach of teaching that is started by some examples from rules that are concluded. The rules is inferred together by the teacher and the students by doing and observing those rules. The example of inductive teaching learning is in an opportunity, learners observe the procedure

of making greet to foreign people so learners conclude that this is the custom, and proceed to do likewise.

In learning English grammar, the first place to learn it is at school in which learners are introduced English grammar firstly. In teaching learning grammar, the teacher acts as the facilitator for the learners. It is started in the curriculum that grammar is not a subject. It is taught inclusively in other language skills, namely listening, speaking, and writing. It also occurs in SMA Negeri 1 Sumberlawang in which grammar is not learnt specifically in a lesson hour. It is learned generally included in English lesson. All of those include in a time of English lesson. So that understanding grammar needs more attention because there is no specific time to serve the insight of the grammar.

Based on the preliminary interview to the English teaching learning in SMA Negeri 1 Sumberlawang, the English teaching learning conducts generally by learning the whole skills in every lesson. There is no particular time to learn each skill including learning grammar. The most skills learned in the English teaching learning are reading and writing skill while grammar is only learned slightly in the form of the whole English lesson. Hence, it is needed certain approach that can impact to teaching English grammar for the students. Knowing the proper way to teach grammar in the class is one of the ways to get the best result of English teaching.

In conducting this research, the researcher is aimed to know how the implementation of approaches, inductive and deductive, in teaching grammar and the procedure of it. By knowing those, it can impact to the researcher of how it is done in the real teaching learning process. It also can be a reflection thing for the teacher and learning for the researcher because it can impact to researcher about the general way to teaching grammar implemented by a teacher. And also, in SMA Negeri 1 Sumberlawang, the teacher is said as a young teacher in which the teacher is about 27 years old. It is separated about ten years among the students. From the case, the researcher wants to know how the teacher teaches

the English lesson with that case and how the procedure of teacher's teaching in delivering material in the class.

The researcher considers that, by knowing the teacher's teaching learning and its procedure, it can be some benefits for the researcher herself because it will help the researcher to get many experience in teaching learning process. Because the researcher is include as an education student who is supposed to be able to be a good and professional teacher to her students later, it will help for the researcher.

The researcher does this research as a research of teaching English grammar done by the teacher in a class. This research is focused on describing the approach of teaching grammar in English teaching learning process. The researcher thinks that if the teacher knows the appropriate way, technique, or approaches of teaching grammar and also knows the students need, at least the teacher will know the way to handle the problem of teaching English grammar itself and make the class more fun to study about the English grammar. The teacher will not feel difficult to convey the materials of English structure for students.

By the explanation above, the researcher is interested in conducting the research on approaches in teaching English grammar at senior high school, SMA Negeri 1 Sumberlawang. All the aspects related to the approaches in teaching grammar in SMA Negeri 1 Sumberlawang will be investigated by the researcher in this research, which take a title "*Approaches in Teaching Grammar at SMA Negeri 1 Sumberlawang in 2015/2016 Academic Year*".

## **B. Problem Statement**

Based on the background of the study above, the research problem is stated as the follows:

1. What approach is adopted by the teacher in teaching English grammar at SMA Negeri 1 Sumberlawang?

2. How is the procedure of the approach adopted in teaching English grammar at SMA Negeri 1 Sumberlawang?

### **C. Objective of the Study**

Based on the problem statement above, the research aims to describe:

1. the approach adopted by the teacher in teaching English grammar at SMA Negeri 1 Sumberlawang.
2. the procedure of the approach adopted in teaching English grammar at SMA Negeri 1 Sumberlawang.

### **D. Significance of the Study**

Based on the objective of the study above, this research is supposed to be able to give significance for all side. The significance is as the following:

1. Theoretical Significance
  - a. The result of the research can contribute to the development of English teaching learning.
  - b. This result can be the reference for prospective researchers who are interested in conducting a research with the same topic.
2. Practical Significance
  - a. The results of the research can be reflection for the teachers in teaching.
  - b. The result of the research can help the teacher to improve the quality of teaching grammar.

### **E. Scope of the Study**

The study in this research is only focused on the approaches applied in teaching grammar at SMA Negeri 1 Sumberlawang in 2015/2016 academic year. This research investigates the approaches: deductive or inductive approach, used by the teacher in teaching grammar in the class.