

The Effect of Indirect Method on The Tenth Grade Students' Grammar Achievement at SMAN Ambulu

Wika Fujianti Crismonita¹, Zakiyah Tasnim², Siti Masrifatul Fitriyah³

English Language Education Program, Language and Arts Department,
Faculty of Education, Jember University
Jln. Kalimantan 37, Jember 68121
Email: Wikafujianti.99@gmail.com

Abstract

This research was an experimental research. The purpose of this study was to know whether or not there was a significant effect of the use of Indirect Method on the grammar achievement of the tenth grade students of SMAN Ambulu. The design of this study was quasi experimental with Post-test only design. The treatment was given to the Experimental group that was taught grammar by using Indirect Method while the Control group was taught grammar by using Direct Method, the method used by the teacher in the actual classes. The primary data of this research were obtained from the students' score of grammar test. The data were analyzed by using t-test formula. The calculation result with significant level of 5% showed 0.03 value, which was lower than 0.05. It means that the null hypothesis (H_0) was rejected while the alternative hypothesis (H_a) was accepted. It can be concluded that there was a significant effect of using Indirect Method on the Grammar Achievement of the Tenth Grade Students at SMAN Ambulu. Therefore, the English teachers are recommended to apply Indirect Method when teaching grammar.

Keywords: Experimental Research, Indirect Method, Grammar Achievement

Introduction

Grammar has a very important role in teaching English. Without mastering grammatical knowledge, learners will have very limited language development (Berendse, 2012). Alzu'bi (2015) reveals that grammar is multi-dimensional, it is a structured mechanism, a practical composition of signalling values, or a complex resource for learners to use at various times in different methods. The main goal of the grammar's teaching is to allow learners to build linguistics skill. Obeidat and Alomari (2020) claim that English grammar is not an easy thing for native speakers and non-native speakers alike to learn. There are many unclear rules and exclusions that make it hard for the learners to know and understand this aspect of language. Teachers have applied various methods to teach grammar so that students can master these rules and exclusion properly and clearly in their use in real-life situations and conditions efficiently and coherently.

Utami (2018) states that one of the alternative ways to teach grammar to students is through Indirect Methods. It is beneficial for students to see how the grammar is used in the

text. Indirect Method concerns providing examples that define a specific rule and hoping students to pay attention on how the rule works from these examples.

Based on the results of interview with the tenth grade English teacher at SMAN AMBULU, there were some problems in learning English, especially in learning grammar. The teacher informed that the strategy that was applied in this school was still direct method. In this method, the students were asked to memorize a lot of grammatical patterns, so the students got bored easily. In order to solve the problems, the researcher tried to introduce a new method. This method was called Indirect Method which was aimed to encourage the students' critical thinking and to improve students' grammar achievement.

Similar studies were conducted by some researchers. Dang and Nguyen (2013) investigated the effect of Indirect Grammar Instruction on EFL learners' mastery of English tenses. The research results showed that Indirect Grammar Instruction had made a great contribution to enhance the learner's understanding of the rules of English as well as the use of tenses in productive practice. Morganna (2016) conducted a research to examine the effectiveness of Inductive teaching technique on the students' English grammatical ability. The result showed that Inductive technique was effective for teaching grammar.

There were several important findings from the aforementioned studies. First, teaching grammar through Indirect Method (inductive method) proved a great influence on improving students' understanding of the rules of English tenses and the use of tenses in productive practice and had a statistically significant effect on students' grammar achievement at primary and secondary levels. Second, the results of the study indicated that the use of the Indirect Method could be used to improve the ability to remember the application of grammatical rules structures by the English students. Third, most researchers thought that teaching English grammar rules through Indirect Method (inductive method) was better than direct method (deductive method).

From those findings, it is crucial to explore an effective method that students can use to deal with the problems related to grammar. Therefore, the present study attempted to explore the use of Indirect Method for teaching simple past tense through recount texts to the 10th-grade senior high school students in Jember in the academic year of 2021/2022.

Literature Review

Indirect Method

Indirect explicit grammar instruction or Indirect Method is a method that encourages students to determine grammatical rules through tasks and therefore does not involve providing grammatical explanations (Ellis, 2008). In another sense, this method is called inductive method. When grammar is taught inductively, the teacher allows students to induce and define the rules of the formula on their own (Nešić and Hamidović, 2015). Students generate rules indirectly and apply their own rules to the exercises from an example. It is a problem-solving approach where students are given the data that illustrates how certain language structures are used for their analysis and arrive at several generalizations that explain the order in the data (Ellis, 1997). Here, the teacher does not provide rules in grammar. For example, students can be given video conversations or readings that contain several illustrations of the use of simple past forms and present continuous. Students are asked to identify verbs in both tenses and build rules to explain the different functions of the two tenses whether past, present, or continuous. From the assignments, students must make a grammar rule for themselves.

The task used in the Indirect Method is called Indirect Consciousness-Raising Task (CRT) (Fatemipour and Hemmati, 2015). Consciousness-Raising is a grammar teaching approach where learners do not immediately get an explanation of the grammatical rules, but encounter language data. The data will challenge them to rethink, restructure their existing mental language data and construct explicit rules to illustrate the grammatical features described by the data (Ellis, 2002). Based on the explanation, it can be concluded that Indirect Method is a method in which there is no explanation of the grammatical pattern given from the teacher directly to the students. Instead, students are provided with some examples and enabled to state the rule or the formula, give the definition, be able to see a pattern and come up with generalizations to build a conclusion about the grammatical rules by themselves. The tasks adopted in this method is called Indirect Consciousness-Raising Tasks in which it can help the students to increase their language awareness.

According to Demir and Erdogan (2018) grammar is defined as the science that determines the rules of a language examining its sound, form and sentence structure which

aim as the rules used to make language output. It provides information in the form of structural rules in the language functions to make correct sentence (Demir and Erdogan, 2018). Therefore, the teaching of grammar is an important component in any language teaching program (Fatemipour & Hemmati, 2015). In this research, grammar means that grammar is the rules of how words and their element parts of language are systematically combined to make sentences.

The Advantages and Disadvantages of Indirect Method

The following idea is taken and presents the advantages and disadvantages of Indirect Method clearly described by Widodo (2006):

The advantages of an Indirect Method for teaching grammar are as follows:

1. The rules found by students themselves may be more in accordance with their existing mental structures. Basically, this will make the rules more useful, meaningful, and easier to remember.
2. The mental effort involved in them ensures a greater level of cognitive depth and can also ensure a greater level of memory.
3. Students will be more actively involved in the learning process than as passive recipients. By doing so, they will be more likely to be attentive and motivated.
4. This approach supports the recognition of skills and patterns in problem-solving which suggests that it is especially suitable for learners who enjoy this type of challenge.
5. If the problem is solved collaboratively in the target language, the students have the opportunity to practice and acquire more additional languages.

The disadvantages of an Indirect Method for teaching grammar include:

1. Students may hypothesize about wrong rules. In other words, their version of the rules may be too narrow or too broad to apply.
2. An indirect approach may frustrate students because their personal learning styles or previous learning experiences are more comfortable with being told or explained the rules first.

Previous Studies

There were several studies reviewed related to the issue on the effectiveness of Indirect Method in teaching grammar. The first research was done by Berendse (2012), who explored the effectiveness of inductive and deductive instruction in grammatical structures in an ESL (English Second Language) classroom with Dutch secondary school pupils. Dang and Nguyen (2013) also have the same research but in the different title The effect of Indirect Grammar Instruction on EFL Learners' Mastery of English Tenses. The next research was done by Alzu'bi (2015) who investigated the comparative effectiveness of teaching English grammar using deductive and inductive teaching models. Moreover, Morganna (2016) conducted a research to examine the effectiveness of inductive teaching technique on the students' English grammatical ability. In contrast, Safarini (2017) had investigated "the Effectiveness of the Inductive Method on Students' Mastery of Subject-Verb Agreement." In addition, Edna (2017) investigated whether learners who were taught grammar through an inductive approach would do better than those taught through a deductive approach. The same research was also conducted by Benitez-Correa et al. (2019) with the aim to test two methods for teaching grammar in English as a Foreign Language (EFL) class: the deductive and inductive approaches in terms of effectiveness and rapport in Ecuador. The last research was done by Obeidat and Alomari (2020) who investigated the impact of the use of inductive and deductive teaching on the achievement of EFL undergraduate students at Hashemite University.

Based on the findings of the previous studies on Indirect Method, the present study explored the use of Indirect Method for teaching grammar, mainly simple past tense through recount texts to the 10th-grade senior high school students in Ambulu Jember in the academic year of 2021/2022.

Method

Research Design

The research design used in this study was experimental research, especially a quasi-experimental with post-test only design. An experimental research design assigns individuals to experience something different in a practice or procedure, and then determine whether those who experience an idea (in practice or procedure) that perform better on some outcome than those who do not experience it (Cresswell, 2012). Two groups were needed to conduct this experiment. One group was acted as the control group and one group was as the

experimental group. Those two groups were given different treatments. One group as the experimental group received the experimental treatment, while the control group did not receive any treatment.

Research Context

This research was conducted at SMA Negeri Ambulu subdistrict, Jember city, East Java Indonesia. English was taught once in a week (1x40 minutes in each meeting). The English teacher taught grammar integrated with the language skill covering reading or writing skills. The teaching of grammar in the class still used Direct Method. This method asked the students to memorize the pattern of the English grammar taught through a diagram. Indirect Method had never been used by the English teacher in teaching grammar.

Research Participants

The population of this research was all the 10th grade students of SMA Negeri Ambulu in the 2021/2022 academic year. There were 7 classes of MIPA of the 10th grade level (10 MIPA 1-7). Two classes were chosen as the samples of the population. The samples were chosen based on the result of homogeneity test. The researcher analyzed the data by using ANOVA (Analysis of Variance) on SPSS to know whether the population was homogeneous or not. The result of the homogeneity test showed that the population was homogeneous. Therefore, the researcher chose two classes randomly by using a lottery to determine which class belonged to the experimental and the control group.

Research Data and Analysis

In this research, there were three kinds of data collection method. A grammar achievement test was used to collect the primary data, while interview and documentation were used to collect the supporting data. There were three kinds of grammar achievement test used in this research. Those were homogeneity test, try out test, and post-test. Homogeneity test was conducted to determine which class belonged to the experimental group and the control group. Try out test was conducted to know the reliability, the difficulty index and the time allocation of the grammar test. The test was given to the class which did not belong to the experimental and the control group. Hughes (1996:22) claims that a test is said to be valid if it measures accurately what is intended to be measured. The test in this research was

focused on the content validity in which the test items were constructed by considering the materials about the use of simple past tense in the recount text based on Curriculum 2013.

Meanwhile, the index difficulty items showed how difficult or easy the test items for the whole test. In measuring the index difficulty of the test items, the try out test was conducted. The try out test was applied to one of the available classes. The class that was used as a try out class was not included in these research respondents. The total number of test was 40 items. The test was administered for 40 minutes. Dealing with the scoring, the total scores of the items was 100, in which the correct item was scored 2.5 point. Furthermore, after the researcher giving the treatment to the experimental and the control group and try out test to the other class, the grammar post-test was given to the experimental and control group. The post-test result was used to determine the students' grammar achievement in both experimental and control group. The students' post-test scores were analyzed by using independent sample t-test in SPSS 25 program.

A guided interview was used to find supporting data about the teaching technique or method used by the English teacher in teaching grammar, media used to support the English teaching, the students' problem often faced in learning grammar, and whether the teacher had used Indirect Method in teaching grammar or not. The interviewee was conducted with the English teacher of the 10th grade students.

Meanwhile, Documentation was used to find out the supporting data in the written form. In this research, documentation was needed to get the information about the names of the 10th-grade students who became the participants of this research (the experimental groups and the control groups).

After the data were collected, then the data were analyzed by using t-test formula with SPSS computing system. This was done to determine whether there was a significance effect of using Indirect Method on the students' grammar achievement. After analysing the data, the result was consulted by using the significant level of difficulties 5% to know whether the result of the t-test value was significant or not.

Result and Discussion

To determine the experimental and the control group, the researcher conducted try out test which was focused on the content validity in which the test items were constructed by considering the materials based on Curriculum 2013. The researcher analyzed the scores to

know whether the classes were homogeneous or heterogeneous. The researcher analyzed those scores statistically by using One-Way ANOVA with the SPSS computing system.

Homogeneity Analysis Using One-Way ANOVA

Score of Homogeneity Test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1476,749	6	246,125	,825	,551
Within Groups	72161,806	242	298,189		
Total	73638,554	248			

Based on the calculation above, the value of significant column was 0.55 which was higher than 0.05. It means that the population was homogeneous. Therefore, the two classes as the samples could be taken randomly from any classes of the population. To determine the experimental group and the control group, the researcher used a lottery. Based on the lottery, two classes were chosen as the respondents of the research. It was found that grade X MIPA 7 as the experimental group and X MIPA 6 as the control group.

After giving the try out test, the post-test was given to both experimental and control group that was conducted on 24th February 2022 and 7th March 2022. The grammar post-test consisted of 31 items. The scores of the post-test were used to analyze the significance difference between the experimental and the control group. The result of post-test was analyzed statistically by using an independent sample t-test to know whether or not the mean deviation difference between the experimental and control groups was significant. Based on the calculation, the mean score of X MIPA 7 was 75,88 and the mean score of X MIPA 6 was 63,50. The value of significant column of Lavene's test for Equality of Variances was 0.416, this means that it was higher than the significant degree (0.05). The value of sig (2-tailed) was 0.03 and it was less than 0.05. Consequently, it could be stated that there was a significant difference between the experimental group and the control group.

Based on the analysis, it was proved that the use of Indirect Method gave an effect to the tenth-grade students' grammar achievement at SMAN Ambulu in the 2021/2022 academic year. It could be known by the significant value was less than 0.05. Therefore, it

could be concluded that the alternative hypothesis (H_a): “There was a significant effect of using Indirect Method on the tenth grade students’ grammar achievement at SMAN Ambulu” was accepted. Otherwise, the null hypothesis (H_o): “There was no significant effect of using Indirect Method on the tenth-grade students’ grammar achievement at SMAN Ambulu” was rejected.

Conclusion and Suggestion

Based on the result of data analysis obtained based on t-test with the SPSS 25 program, it was found that there was a statistically significant effect of the use of Indirect Method on the tenth-grade students’ grammar achievement at SMAN Ambulu. The students who were taught simple past tense through recount text by using the Indirect Method gained higher scores in the grammar post-test than those in the control group who were taught simple past tense through recount text by using the direct method. In another sense, Indirect Method gave a significant effect on students’ simple past tense mastery through recount text.

1. The English Teacher

The English teachers are recommended to apply Indirect Method in teaching grammar, especially in teaching simple past tense and develop their way in the learning process.

2. The Students

Students are suggested to participate actively when the teacher applies the Indirect Method in teaching grammar especially in simple past tense so that they can improve their understanding of the use of simple past tense from the examples of sentences given by the teacher.

3. The Future Researchers

It is suggested that the result of this research can be used as a reference by future researchers to investigate further research about the use of Indirect Method as a teaching technique either in different skills, area, or designs such as classroom action research (CAR) to improve the students’ grammar ability.

References

- Alzu'bi, M. A. (2015). Effectiveness of Inductive and Deductive Methods in Teaching Grammar. *Advances in Language and Literary Studies*, 6(2), 187-193. Doi:10.7575/aiac.all.v.6n.2p.187
- Benitez-Correa, C., Gonzalez-Torres, P., Ochoa-Cueva, C., & Vargas-Saritama, A. (2019). A comparison between deductive and inductive approaches for teaching EFL Grammar to high school students. *International Journal of Instruction*, 12(1), 225–236. <https://doi.org/10.29333/iji.2019.12115a>
- Berendse, E. (2012). *Effectiveness of Inductive and English Classroom in a L1 Dutch Environment*. June.
- Creswell, J., W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.
- Dang, T. T. D., & Nguyen, H. T. (2013). Direct versus Indirect Explicit Methods of Enhancing EFL Students' English Grammatical Competence: A Concept Checking-Based Consciousness-Raising Tasks Model. *English Language Teaching*, 6(1), 112-121. doi:10.5539/elt.v6n1p112
- Demir, S., & Erdogan, A. (2018). The Role of Teaching Grammar in First Language Education. *European Journal of Educational Research*, 7(14), 87-101. DOI:10.12973/eu-jer.7.1.87
- Ellis, R. (1997). *SLA Research and Language Teaching*. Oxford University Press, 198 Madison Avenue, New York, NY 10016-4314.
- Ellis, R. (2008). 31 Explicit Form-Focused Instruction and Second Language Acquisition. *The handbook of educational linguistics*, 437.
- Ellis, R. (2002). Grammar teaching: Practice or Consciousness-Raising. *Methodology in Language Teaching: An anthology of current practice*, 167, 174.
- Edna Anani, G. (2017). Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach. *Education Journal*, 6(1), 51. <https://doi.org/10.11648/j.edu.20170601.17>
- Fatemipour, H., & Hemmati, S. (2015). Impact of Consciousness-Raising Activities on Young English Language Learners' Grammar Performance. *English Language Teaching*, 8(9), 1–10. <https://doi.org/10.5539/elt.v8n9p1>
- Hughes, A. (1996). *Testing for Language Teachers*. New York: Cambridge University Press
- Morganna, R. (2016). The Effectiveness of Inductive Teaching Technique in Improving

- Students' English Grammatical Ability. In *Proceeding of the International Conference on Teacher Training and Education* (Vol. 2, No. 1, pp. 246-252).
- Nešić, I. D., & Hamidović, K. Ć. (2015). Teaching English Grammar: Efficiency of inductive and deductive approaches students' perceptions. *Zbornik radova Filozofskog fakulteta u Prištini*, (45-3), 189-205. DOI : 10.5937/ZRFFP45-9250
- Obeidat, M. M., & Alomari, M. A. (2020). The effect of inductive and deductive teaching on EFL undergraduates' achievement in grammar at the Hashemite University in Jordan. *International Journal of Higher Education*, 9(2), 280–288. <https://doi.org/10.5430/ijhe.v9n2p280>
- Safarini, H. U. (2017). The Effectiveness of the Inductive Method on Students' Mastery of Subject-Verb Agreement (A Quasi experimental Study at the Seventh Grade of SMP N 28 Jakarta Pusat) (Bachelor's thesis).
- Utami, S. (2018). Grammatical Problems in Introduction Section of Thesis Written by English Literature Students. *Jurnal KATA*, 2(1), 107. <https://doi.org/10.22216/jk.v2i1.3158>
- Widodo, H. P. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5, 122–141.