ANALYSIS OF HANDOUTS AS MEDIA IN AN INDUCTIVE APPROACH TO PROMOTE STUDENTS' GRAMMATICAL PROFICIENCY AT MAN 1 LAMONGAN

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana

Pendidikan (S.Pd) in Teaching English

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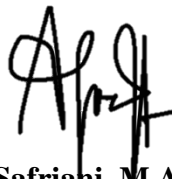Yang membuat pernyataan

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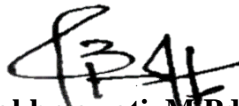
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ABSTRACT

Afifah, Nur. (2022). *Analysis of Handouts as Media in Inductive Approach to Promote Students' Grammatical Proficiency at MAN 1 Lamongan.* Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

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Key Words: Analysis, Media development, Handouts, Inductive Approach, Grammatical Proficiency

Mastering grammar influences both other language systems and language skills, but some problems happen during grammar learning. Thereby, some strategies and media have to be carried out to make a more effective learning process. This research used a descriptive qualitative study that aimed to examine the handouts preference and the use of handouts as media to promote students' grammatical proficiency. This study used questionnaires, observation checklists, and interview guidelines to collect the data. The finding showed that the students prefer to have the gapped type in an inductive approach to promote students' grammatical proficiency, which allows the students to analyze and complete the gaps during the learning process. This study also found the use of handouts in the inductive approach. The use of handouts is beneficial both for the teacher and the students in the inductive approach implementation. The handouts were used by the teacher in the inductive approach to instruct and explain the lessons to the students, to give the students tasks in order to check the students' understanding and learning outcomes, and to maintain good classroom interactions between the students-teacher as well as the students-student. In addition, the handouts were used by the students in the inductive approach implementation to learn and understand the grammar lessons by actively reading the lessons in handouts, transforming the grammar patterns through the task in handouts as well as the procedure of the inductive teaching approach, and exercising the students to be more active and easier to understand the lessons during the learning process.

ABSTRAK

Afifah, Nur. (2022). *Analysis of Handouts as Media in Inductive Approach to Promote Students' Grammatical Proficiency at MAN 1 Lamongan.* Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.

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Kata Kunci: Analysis, Pengembangan media, Handouts, Pendekatan induktif, keahlian grammar.

Penguasaan grammar dapat mempengaruhi sistem bahasa dan keterampilan bahasa lainnya, tetapi beberapa masalah terjadi selama pembelajaran grammar. Oleh karena itu, beberapa strategi dan media harus diperhatikan untuk membuat proses pembelajaran menjadi lebih efektif. Penelitian ini menggunakan studi kualitatif deskriptif yang bertujuan untuk menguji preferensi handout dan penggunaan handout sebagai media untuk meningkatkan kemampuan grammar siswa. Penelitian ini menggunakan kuesioner, daftar periksa observasi, dan pedoman wawancara untuk mengumpulkan data. Hasil temuan menunjukkan bahwa siswa lebih memilih untuk menggunakan handouts tipe gapped dalam penerapan pendekatan induktif selama pembelajaran grammar, yang memungkinkan siswa untuk menganalisis dan melengkapi informasi rumpangdalam bentuk tabel, diagram, atau grafik selama proses pembelajaran. Studi ini juga menemukan penggunaan handouts dalam pendekatan induktif. Penggunaan handout bermanfaat baik bagi guru maupun siswa dalam penerapan pendekatan induktif. Handout digunakan oleh guru dalam pendekatan induktif untuk menginstruksikan dan menjelaskan pelajaran kepada siswa, untuk memberikan tugas kepada siswa untuk memeriksa pemahaman siswa dan hasil belajar dan untuk menjaga interaksi kelas yang baik antara siswa-guru juga siswa-siswa. Selain itu, handout juga digunakan oleh siswa dalam penerapan pendekatan induktif untuk mempelajari dan memahami pelajaran garmmar dengan aktif membaca materi pembelajaran di handout, menafsirkan rumus grammar melalui tugas di handout serta prosedur pendekatan pengajaran induktif, dan melatih siswa untuk lebih aktif dan lebih mudah memahami pelajaran selama proses pembelajaran.

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LIST OF ABBREVIATION

PV   = Passive Voice

EFL   = English as Foreign Language

CAR = Classroom Action research

PPT   = PowerPoint

SPSS = Statistical Product and Service Solutions

CHAPTER I
INTRODUCTION

In this chapter, the researcher conveys the background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, as well as the definition of key terms connected to handouts in the inductive approach in the grammar lesson.

A. Background of Study

Grammar is essential in the context of the language used. It is one of the language systems that have been known by people that are concerned about the English language. According to Ur, grammar takes a fundamental place in the use of English due to its range in manipulating and combining words or word fragments to create more extended units of meaning. Grammar consists of varieties of rules that have their function in each.[1] Grammar rules are something definite that cannot be changed over time. It helps people to not only write the sentence but also speak correctly. Every arranged sentence will have a different meaning depending on its grammatical structure. Coghill said that, as focused on communicative skills, grammar establishes how words are constructed into meaningful sentences.[2] Thus, grammar becomes a complex thing and cannot be ignored. It has been essential to know that understanding grammar content affects how people structure words into sentences in an accurate way.

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[1] P Ur, *A Course in Language Teaching from Practice to Theory* (Cambridge: University Press, 1996), 4.

[2] J Coghill - S Magedanz, *English grammar*. (New York: Wiley Publishing, 2003), 16.

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Furthermore, grammar has been seen as an essential thing that supports other language systems and English language skills. Murcia and Freeman state that the students' performance in all four skills will affect their grammatical acquisition.[3] Grammar has its relation to other language skills, reading, listening, speaking, and in addition to writing. Understanding some partial language skills can be built by acquiring grammatical rules. However, grammar does not become a significant need to be practiced in daily life. Not every sentence needs to be spoken in the correct grammar structure, as long as the communication runs smoothly and the meaning is conveyed well. Yet, students or other professionals still consider exploring their competence in structuring words correctly. Furthermore, somebody in the academic yard needs grammar competency because they often do tests and administration such as proficiency tests, thesis writing, formal letters, formal invitations, writing an essay, and other critical grammar-related things. Those are some proofs showing that grammar is not just mentioned as a formality in language learning, but it is one of the crucial features that supports the other elements in terms of the language used.

A common problem of language context learning is grammar. Grammar has been seen as a complex language feature to be acquired by the students. The finding form Gunawan's research about problem in learning grammar showed that grammar known has become the most challenging language

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[3] Murcia, M - Freeman, D, *The Grammar Book: An EFL/ESL teachers' Course.* (Massachusetts: Newbury House Publishers, 1983), 2.

proficiency. Grammar had been chosen as the most difficult lessons among reading, listening, speaking, and writing in English learning. [4] They often feel that grammar is complicated and claim that it is not essential to acquire. Munir Akbar and Mustaq Ahmad in their research said that the students do not like to study grammar and the term grammar used. They dislike and feel annoyed by the grammatical lessons.[5] Other than that, the result of the research conducted by Setiyono Andi Promono Susanto showed nine challenges students face in their grammatical learning. Some of the problems are an opposing point of view about grammar, complicated grammatical items, difficulty in understanding tenses and rules, and ineffective strategies in teaching.[6] In this way, grammar has to be taught creatively. It has to be maintained by the teacher to set any activities in preventing students' lack of interest and motivation during the teaching and learning process. Farrell has acknowledged another difficulty. He stated that teachers had extracted the traditional ways of teaching grammar, such as memorization of the rules. They do not explore their proficiency in teaching skills to adopt the modern teaching approach.[7] Thus, facilitating grammatical teaching can be done by offering some methods,

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[4] Gunawan Tambunsaribu and friends. "Masalah yang Dihadapi Pelajar Bahasa Inggris dalam Memahami Pelajaran Bahasa Inggris". *Jurnal Bahasa, sastra, dan budaya.* Vol.08 No.1, 2021. 30-41

[5] M. J. Iqbal, "Akbar, M. & Ahmad, M. "Problems in Teaching Grammar to English Learners at Secondary Level". *Asian Innovative Journal of Social Sciences and Humanities.* Vol 1 No.1, 2017. 58

[6] Setiyono Andi Promono Susanto, Thesis: *"Challenges Faced by EFL Students in Learning Grammar Through Independent Courses".* (Salatiga: Kristen Satya Wacana University, 2018), 9-20.

[7] Thomas. S. Farrell, "The reflective assignment: unlocking pre-service English teachers' beliefs on grammar teaching". *RELC Journal.* Vol. 30 No. 2, 1999. 1-17

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strategies, and approaches which make grammar teaching much more effective. Especially for the teacher, they have to be able to explore their teaching strategies and the way to adopt the modern strategy that appears now on, such as role-play, games, discussion, project-based learning, and many others

The researcher's significant interest is the implementation of the inductive teaching approach in teaching grammar because the inductive approach potentially makes a more active and effective English grammatical learning process. In addition, many studies such as studies conducted by Abdukarimova and Zubaydova,[8] Limris Gorat and V. Luluk P,[9] Carmen Benites[10], Muhammad Akram Alzu'bi,[11] and Ruly Morgana[12] showed that the inductive teaching approach could be an effective and applicable way to teach grammar. Thus, At least, students and other professionals can draft the simple or common sentences used in daily life conversation and terms of the written version. Some studies have investigated the effect of implementing an inductive teaching approach at the primary level by Yennifer Alexandra Castro, secondary level by Suriana, and even in high schools by Gifty Edna Fanani.

[8] Abdukarimova N.A and Zubaydova N.N, "Deductive and Inductive Approaches to Teaching Grammar. *Proceedings of International Scientific,* April, 15th 2021. 372-376

[9] Limris Gorat and V. Luluk. P, "The Effect of Using Deductive Approach and Inductive Approach in Teaching English to Students on Their Conditional Sentence Mastery". *Magister Scientiae.* No. 33, March 2013. 78-92

[10] Carmen Benitez-Correa and friends, A Comparison between Deductive and Inductive Approaches for Teaching EFL Grammar to High School Studies. *International Journal of Instruction.* Vol. 12 No. 1. January 2019. 225-236

[11] M. A. Alzu'bi, "Effectiveness of Inductive and Deductive Method in Teaching Grammar". *Australian International Academic Centre, Australia.* Vol. 6 No.2, April 2015. 187-193

[12] Ruly Morganna, "The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability". *International Conference on Teacher Training and Education*. Vol. 2 No. 1, 2016, 246-252

whether the use of an inductive approach is practical to be applied in all levels and all types of schools or not.

Grammar study has been extensively a topic to be studied in recent years. Many previous studies have focused on the Inductive teaching approach or the comparison between inductive and deductive teaching approaches, such as the studies conducted by M. Akram Alzu'bi,[13] Hejvani & Farahani,[14] Ruly Morgana[15], Yennyfer Alexandra,[16] Gifty Edna Anani,[17] and Suriana.[18] Meanwhile, some of them also might have been focused on the media used. The others discussed the lesson focusing on grammar, such as Syaadiah Arifin and Daniel Muñoz. The central issue of difficulties in the grammatical study is teacher strategy to facilitate students' learning process, which can develop their interests and motivation to learn grammar structure. Therefore, using strategy in teaching grammar becomes a focus to be researched by some experts.

In the past few years, Mohammad Akram Alzu'bi conducted a study in 2015. The topic is related to the effectiveness of inductive and deductive

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[13] M. A. Alzu'bi, "Effectiveness of Inductive and Deductive Method in Teaching Grammar"... 187-193

[14] Hejvani, F & Farahani, M.V, "An Investigation into Inductive and Deductive Methods in Teaching Grammar to German EFL Learners: A Comparative Study". *Global Journal of Foreign Language Teaching.* Vol. 8 No. 2, 2018. 76-91

[15] Ruly Morganna, "The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability".., 246-252

[16] Yennifer Alexandra Castro and friends, Thesis: *"Teaching Grammar Inductively to Second Graders in Suroriental School"*. (Pereira: Universidad Tecnologiza De Pereira, 2016), 37-49

[17] Gifty Edna Anani, "Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach". *Education Journal.* Vol. 6 No.1 2017, 51-62

[18] Suriana, Article: *"Improving the Use of Simple Past Tense in Writing Recount Text by Using Inductive Method"*. (Pontianak: Tanjungpura University, 2018), 1-13

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methods in teaching grammar.[19] Another researcher was Hejvani, F. & Farahani. They conducted a study entitled "An investigation into inductive and deductive methods in teaching grammar to teach grammar German EFL learners: A comparative study" in 2018.[20] Those two pieces of research focused on comparing inductive and deductive teaching approaches in teaching grammar. Those studies found different impacts, and the first study revealed that an inductive teaching approach is more appropriate and effective to build students' interest and motivation in learning grammar. Yet, the second study found that both inductive and deductive teaching approaches are equal in efficiency. Thus, that fact will create further curiosity among the researchers.

The other researchers focused on specific grammar-focused studies such as tenses, conditional sentences, and passive voice. Those are research held by Syaadiah Arifin, having the title of "Deductive and Inductive Methods in Teaching Tenses" in 2016.[21] Another one was a study conducted by Daniel Muñoz, entitled "Effectiveness of A Deductive Approach Against an Inductive Approach in Teaching Passive Voice in English Grammar," in 2015.[22] The comparison between both techniques found that Deductive teaching

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[19] M. A. Alzu'bi, "Effectiveness of Inductive and Deductive Method in Teaching Grammar". … 187-193

[20] Hejvani, F & Farahani, M.V, "An Investigation into Inductive and Deductive Methods in Teaching Grammar to German EFL Learners: A Comparative Study". ... 76-91

[21] S. Arifin, "Deductive and Inductive Methods in Teaching Tenses". *Journal of ELT Research.: The academic Journal of Studies in English Language Teaching and Learning.* Vol. 1 No.1, 2016. 73-90

[22] Daniel Muñoz, Undergraduate Thesis: *"Effectiveness of an Approach against An Inductive Approach in Teaching Passive Voice in English Grammar"*. (Santiago: Universidad De Chile, 2015), 28-49

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approaches are more effective and have a higher score than the Inductive approach in facilitating students' grammatical learning.

The other focused strategy is only to investigate the use of an inductive teaching approach. Some of these studies below were conducted by focusing on grammar focused-study at different levels of the grammatical class. One of them also focused on using the media used in the inductive approach such as games, songs, and cartoons. Precisely, the research conducted by Ruly Morgana in 2016, entitled The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability.[23] Then, Yennyfer Alexandra Castro, Carolina Gómez, and Santiago Rico 2016 also held research entitled "Teaching Grammar Inductively to Second Graders in Suroriental School ".[24] Next, a study was conducted by Gifty Edna Anani in 2017, entitled "Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach".[25] Lastly, a study was conducted by Suriana in 2018 entitled "Improving the Use of Simple Past Tense in Writing Recount Text by Using Inductive Method".[26] Thus, the studies above found that the inductive teaching approach is effective in grammar teaching, moreover by using media in implementing that approacha.

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[23] Ruly Morganna, "The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability"… 246-252

[24] Yennifer Alexandra Castro and friends, Thesis: *"Teaching Grammar Inductively to Second Graders in Suroriental School"*… 37-49

[25] Gifty Edna Anani, "Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach"… 51-62

[26] Suriana, Article: *"Improving the Use of Simple Past Tense in Writing Recount Text by Using Inductive Method"*… 1-13

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Yennifer Alexandra's research showed that using cartoons and songs during the inductive approach to teaching grammar makes the students more attractive, motivated, and engaged during the learning process. However, some previous studies do not illustrate the use of other media in the inductive approach implementation. A media that attracts the researcher's attention is handouts in grammatical learning. Handouts media is suitable for the implementation of the inductive approach since it contains some summary, questions, and challenges following the purpose of the inductive approach, requiring the students to find the grammatical rules themselves actively. In addition, handouts commonly investigated by previous studies on some particular subjects, such as biology, which Yunita Asiyani conducted in 2019, and chemistry by Nida Kamila c. Those studies showed that handouts are efficient and can increase the students' achievement in grammatical lessons. Therefore, further studies about the use of other media particularly handouts through the Inductive approach to teaching grammar have to be explored more.

Based on all research mentioned above, Studies by Muhammad Akram Alzu'bi and Ruly Morgana showed that an inductive teaching approach is more effective and applicable than implementing the deductive teaching approach in a grammatical context such as tenses, conditional sentences, and passive voice. While studies by S Arifin and Daniel Muñoz found that the deductive approach is more applicable for some situations and backgrounds. Those different results have made the researcher curious about using the inductive and deductive approaches in teaching grammar. So far, investigations have confined the use

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of supported media such as songs, cartoons, or games in grammar teaching that is also effective. It concluded that teaching grammar inductively or deductively should be considered well. Teachers could select between the inductive or deductive to their classroom depending on their needs and students' condition. This study will analyze the handout type and the handout usage during the teaching and learning of grammar using the inductive approach in order to promote students' grammatical proficiency. As well as the school selected for doing this research is MAN 1 Lamongan, some of the students still consider that grammar is complex and difficult to be understood so that the teacher also tried hard to present the materials through some media and techniques.

All In all, the problems of grammatical teaching mentioned above are about students' judgment and difficulty understanding the grammatical lesson, teaching using an inductive approach has to be carried out then. The implementation of the inductive approach allows the students to be more active during the learning process due to their obligation to find the grammatical rules by themselves through some examples which are given. Therefore, by actively finding the grammatical rules, students will feel challenged to enjoy the learning process. That enjoyment may increase the students' curiosity about the grammatical lesson, increasing their grammatical proficiency. Some previous studies, Carmen Benitez-Correa conducted in 2018, Mohammad Akram Alzu'bi in 2015, Ruly Morgana in 2016, showed that teaching inductively could make the students actively learn and increase their grammatical ability, which was proven through pre-test and post-test

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conducted. Other than the approach, teaching grammar requires teaching media during the implementation of the inductive approach. Moreover, handouts and the inductive approach have not been implemented simultaneously. Hence, the use of handouts media and the implementation of the inductive approach is suitable to be investigated those problems in the grammatical classroom.

B. Research Questions

Based on the problem that has been described in the background, the researcher can formulate research questions as follows:

1. What types of handouts do the students prefer to promote their English grammatical proficiency in inductive teaching approach at MAN 1 Lamongan?

2. How are the handouts used to promote students' English grammatical proficiency in inductive teaching approach at MAN 1 Lamongan?

C. Objectives of the Study

From the research question above, the objectives of this study are arranged by the researcher as follows:

1. To discover the types of handouts that the students prefer to promote their English grammatical proficiency in inductive teaching approach at MAN 1 Lamongan.

2. To investigate the use of handouts in promoting students' grammatical proficiency in inductive teaching approach at MAN 1 Lamongan.

D. Significance of the Study

The finding of this study expects to give contribution for:

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1. Students of MAN 1 Lamongan will be able to determine their handout types depending on their preferences, especially in increasing students' enthusiasm and motivation while studying by implementing the inductive teaching approach in the learning process. By finding grammar formulas independently during the implementation of inductive learning, students' memories of those grammar formulas will be sturdier and last longer without having to memorize each grammatical pattern in each section. Therefore, the students will be able to improve their English grammatical proficiency.

2. By finding the criteria for the handouts and seeing student reactions to using handouts during the learning process, the teacher will find out the ideal English grammar teaching strategies/approaches for students at MAN 1 Lamongan. Therefore, difficulties in teaching grammar will be solved accordingly. In addition, teachers can also improve their English grammar teaching skills, namely by using different techniques and media for each grammatical lesson.

3. The other researchers who have a similar topic as this current research can use the findings of the study as their reference. Particularly, they can explore and find the gap between their research and this current research. Moreover, the other researchers also can validate or compare the result of their study in their research discussion as well.

4. The finding of the type and the use of handouts in the inductive approach can potentially open the readers' thoughts about the particular media and

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approach in teaching. It can make them aware of many media and approaches that can be used for English grammatical teaching in order to make a more engaging learning process. Hence, this finding also innovates the readers to explore other interesting media and approaches in the teaching and learning process.

E. **Scope and Limits of the Study**

The focus of this study is to know the particular type and the potential design of handouts as media that the students mostly prefer by implementing the inductive teaching approach during their grammatical learning. In addition, this study also investigates the use of handouts in the learning process for promoting students' grammatical proficiency through an inductive teaching approach. The inductive approach in this research means encouraging the students to find the grammatical patterns by themselves at the end of the lesson by paying attention to the given examples which are given at the beginning of the lesson.

This research subject is limited to 47 eleventh-grade students of MAN 1 Lamongan in the academic year 2021/2022 who learn the grammatical lesson. The selection of such groups of students is that senior high school students are more familiar with the use of handouts and the implementation of the inductive teaching approach. It is because they have used it more frequently than junior high school students.

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F. Definition of Key Terms

These are several key terms that are essential to be known by readers so that there will be no misinterpretation concept, as follows:

1. Needs Analysis

   According to Ewai et al, needs analysis describes the action used for the gathering of information which will be presented as a foundation for creating a curriculum to meet the needs of a certain group of students.[27] Needs analysis is a process of necessity investigation that will carry specific data about needs, lacks, and wants related to the handouts selection to identify and evaluate the different needs among students on what types and designs of handouts they prefer to select in terms of English grammatical lessons.

2. Media Development

   According to Maroko, media or material development explains the process of producing the material and or using language learning which includes the material evaluation, adaptation, design, exploitation, and research.[28] The term media development in this research refers to arranging learning tools by carrying out the criteria based on the students' preference in the selection of handouts type and design to produce an appropriate and applicable media to support the English grammatical learning process.

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[27] S. C. Watkins, "Research matters Series: Learning, performance and improvement". No. 34, Summer 2010, 1-16.

[28] Geoffrey Mokua Maroko, "Development of Language Materials for National Development: A Language Management Perspective". *International journal of Education and Research.* Vol. 1 No.7, July 2013. 1-14

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3. Handouts

According to the Ministry of National Education and Culture, handouts are written-teaching material that consists of a relevant lesson to the basic competencies. [29] The teacher prepares handouts themselves for enriching students' knowledge. It could be concluded that handouts media is a learning media that can be printed-based or electronic-based. The teacher initially makes it with the content of summarizing lessons or work attached, which is used for facilitating students' grammatical learning activity in the English language subject.

4. Inductive teaching approach

According to Gewehr, the inductive teaching approach allows the teacher to begin with implicit grammatical teaching. While encouraging students to construct multiple grammatically comparable sentences, there is a significant amount of spoken practice by forming questions, cues, and stimuli.[30] The researcher can conclude that the definition of the inductive teaching approach is a teacher's arrangement that gives the grammar rules after delivering the examples. The teacher shows grammatical patterns in the last activity to create a more attractive teaching and learning process, unlike the deductive, which shows grammar patterns at the beginning of the teaching activity.

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[29] Depdiknas. *Panduan Pengembangan Bahan Ajar*. (Jakarta: Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah. 2008)

[30] W, Gewehr. *Aspects of modern language teaching in Europe London*, (Routledge: 11 New Fetter Lane, 1998). 129.

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5. Grammatical Proficiency

Shanklin defines grammatical proficiency as the ability to consider the acceptability and appropriateness of an expression with specific reference to the grammatical concept.[31] It could be understood that grammatical proficiency is a student's quality in such categories as beginner, intermediate, advanced, or superior, indicating the different levels among students' grammatical proficiency. Hence, in this research, it is related to how the students understand the materials, how they draw the grammatical patterns individually, and how they practice producing sentences individually.

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[31] M. Trevor Shanklin, *The communication of Grammatical Proficiency*, (The Even Yearbook, 2005). 147

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CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher outlines the theoretical framework and previous studies related to handouts in an inductive approach to grammatical lessons.

A.   Theoretical Framework

The development of the era is rapidly increasing. Educators must integrate the process of teaching and learning with various attractive methods or media to create a compelling and enjoyable learning atmosphere by challenging the students to be more motivated and engaged in the learning process. Watkins said that the main learning point of successful teaching is about the teacher's effort in making the class more challenging, such as having assignments or self-assessments themselves.[32]

1. Needs Analysis

According to Nation and Macalister, needs analysis strives at a course's goals and content. It guarantees that the course will include some appropriate as well as valuable lessons for students to understand.[33] It could be said that needs analysis is a process of necessity investigation that will carry specific data about needs, lacks, and wants to identify and evaluate the different requirements on what they prefer to select among each student who studies English grammatical lessons. That statement is supported by Iwai et al., who said that the concept of needs analysis describes the action used for

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[32] S. C. Watkins, "Research matters Series: Learning, performance and improvement". 1-16.

[33] I.S.P Nation and John Macalister, *Language Curriculum Design*, (New York: Routledge, 2009), 24

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gathering information that would be presented as a framework for constructing curriculum to reach the demand of a specific student group.[34] In line with those statements, Richards said that deciding purposes is the first step of conducting a needs analysis. Those purposes are: to find out what language skills need, to establish whether an existing course sufficiently addresses the pupils' needs or not, to determine which students most need to be trained, to identify a change of direction, to identify students' gaps, to define information about students' particular problem, to determine students' level, to define their communicative ability, to define students' formal knowledge, to define what students' acquiring on cognitive and academic skills, and to define students' cultural, political, and personal characteristic.[35]

The teacher has to conduct a needs analysis to know the students' demands in teaching and learning to supply the appropriate media and strategies in education since the development of technology is being sophisticated time by time. Conducting a needs analysis will support students' motivation since the teacher will carry out and arrange the learning activities according to the analysis output. The central aspect behind needs analysis is that learners are the subjects in the process of learning, especially in the curriculum of 2013 that encourages students to be active. In line with

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[34] Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., and Brown, H. D. "Japanese language needs analysis". 1999, 1 – 86.

[35] J. C. Richards., *Curriculum Development in Language teaching*. (Cambridge: Cambridge University Press, 2001). 52.

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that, Munby's Communicative Syllabus Design published that the needs analysis focused on assigning learners' positions became the center of the need analysis framework.[36]

Needs analysis consists of three elements which are divided by Hutchinson and Waters in Nation and John Macalister's book. They are necessities, lacks, and wants. In detail, learners' necessities consist of students' necessity for the use of language which refers to the students' target on linguistic features. Then, lacks refer to students' target on linguistic features minus what they already know, for example, is there any aspect of grammar that was not acquired in previous learning? Lastly, wants refers to what the students feel they want to need, and wish to learn.[37] Needs analysis is an evaluation and it may be judged by examining its reliability, validity, and practicality. The systematic application of well-thought-out and standardized instruments is a component of reliability of needs analysis. Validity needs analysis includes looking at a relevant and important thing. Practical needs analysis implies that the learners and teachers do not have to spend a lot of time on understanding the lessons, it is simple to comprehend and import into the curriculum design process.[38]

The needs analysis intended in this study is that the researcher tries to dig up information about the needs of students in learning grammar,

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[36] J Munby, *Communicative Syllabus Design* (Cambridge: Cambridge University Press, 1978), 332-344.

[37] I.S.P Nation - *John Macalister, Language Curriculum Design* (New York: Taylor and Francis, 2010), 24-25.

[38] I.S.P Nation - *John Macalister, Language Curriculum Design* (New York: Taylor and Francis, 2010), 29-31

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especially in reducing the students' difficulties in understanding the grammatical lessons. The analysis focuses on selecting the type, criteria, and design of the handouts in learning grammar. The selection of the Handouts media in the implementation of the inductive teaching approach in learning grammar is based on the students' experience that on several occasions they have studied with the handouts and the inductive approach.

The needs analysis is concerned with the type and design of the handouts, but the researcher here wants to know how the handouts are used in the real learning process and whether the learning process can run well. In addition, the researcher looked at some facts during the learning process of the students' reactions toward the use of handouts through the implementation of the inductive teaching approach during the learning process.

2. Media Development

. According to Tomlinson, he stated that materials development is the effort that accommodates the production, evaluation, adaptation, and exploitation of materials designed to facilitate students' language proficiency and tools development.[39] In line with that statement, Kathleen Graves states that material development is the process of planning by creating units and lessons to fulfill the goals and objectives of the course.[40]

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[39] Brian Tomlinson, *Materials development*, *in Azarnoosh et. el., Issues in Materials Development,* (Rotterdam: Sense Publishers, 2016), 2

[40] Kathleen Graves. *Designing Language Courses: A Guide for Teachers*. (Boston: Heinle Publishers, 2000) 149.

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Media or material development becomes something which is needed to be done by the teacher/educator to make the students easier comprehending the material during the learning process. Hence, material development is the development of focused lessons or learning media means that someone has tried to upgrade the quality of education since the globalization era indirectly makes something new available or becomes sophisticated time by time. Therefore, teachers or educational practitioners have to pay attention to the educational tools that correlate with the condition happening.

The development of media can positively impact the students' learning outcomes and motivation while studying since the development has significant considerations based on the students' condition-related needs and wants.

In addition, these are some steps for materials development provided by Nation & Macalister[41] , and Graves[42]. The first is analyzing the environment. It involves some factors, namely what to cover in the course, how to teach it, and how to assess it. The second is conducting a needs analysis which includes the necessities, lacks, and wants of the students. The third is the following principles which comprise content and sequencing, format and presentation, and monitoring and assessment. Principles in these three key areas are a second or foreign language, learning a first language, and general educational research and theory which will be discussed based

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[41] I.S.P Nation - *John Macalister, Language Curriculum Design*…1-11
[42] Kathleen Graves. *Designing Language Courses: A Guide for Teachers*. .. 167.

on the pedagogical perspective. The last step is evaluating the course, it tries to answer the question of whether the course is "good" or not.

3. Handouts Media

Media is the tool that the teacher or instructor uses during the teaching and learning activities to get students involved and engaged in the classroom. It has been recognized that there are various media for English language teaching, such as power point, mind maps, songs, movies, cartoons, handouts, videos, and so on.

Another media that might affect the students' learning process, especially in terms of grammatical patterns, is handouts. Handouts is a written document given to the students that covers a specific subject.[43] Christopher believed that handouts are written or digital material which is distributed to students before, during, or following the class sessions. The students view handouts resources are essential to their learning.[44] Handouts are leaflets that consist of summarizing lessons. The handouts are indeed a simple summary of the lessons learned, but the simple context is by no means limited. All information is packaged in an adjusted manner by taking the most critical lessons so that the students will be easier to absorb and comprehend. It can be concluded that handouts are arranged with unpretentious and thorough lessons, but they still provide broad information. Handouts are one of the effective media or tools in teaching,

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[43] Cambridge Dictionary https://dictionary.cambridge.org/dictionary/english/handout
[44] Butcher, Christopher at al., *Designing Learning from Module Outline to Effective Teaching* (New York: Routledge, 2009), 137

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and the students will be more encouraged to study because they have been given the explicit lesson through handouts. They are engaged by trying harder to know about the lessons and activities that will be learned in the classroom. Majid and Prastowo added that using handouts is to help students not have to note. It has been shaped as a reference lesson for learners, motivates students to study harder, and reminds the main points of what is taught in such focused study.[45]

Race also served several advantages of approximating the use of handouts: it can provide more information for students, they will also be able to demonstrate the lessons for themselves during the class and bring through the learning process to clarify and check what is to be covered by providing a summary of the key ideas and concepts to be presented.[46] According to Heater, handouts also have been utilized historically, step-by-step procedural diagrams for technical skills can be substituted by digital images in interactive PowerPoint.[47]

a. Types of Handouts

Some previous studies have explained types of handouts, especially the types of handouts described by Bligh's book. Those types of handouts have defined: uncompleted/gapped, skeletal notes, and

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[45] Sri Adelila Sari, et. Al., "The Development of Handouts Based on Guided Note Taking to Improve the Quality of Analytical Chemistry Learning". *Global Research and Development Services.* Vol. 4 No. 3, Dec 2018, 722.

[46] Phill Race, *Lecturer's Toolkit: Learning, Teaching and Assessment* (London: Kogan Page Limited, 2001), 110.

[47] Fry, Heater et al., *A Handbook for Teaching and Learning in Higher Education*. Third Edition (New York and London: Routledge, 2009). 354

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worksheets. [48] The researcher considers focusing on investigating this type of handouts and will explain in detail on types of handouts delivered by Bligh since this types is frequently used by the school, they are as follow:

1) Skeletal Notes

Bligh believed stated that this type of handouts has been arranged as a reference for lessons which added with gaps, spaces, and omissions that students try to complete during the learning process so that the students will be easier to study and understand the lessons. The teacher selects the focused study in handouts by considering the crucial lessons to be delivered. However, the lessons defined inside will still cover all lessons required. These handouts are media utilized by the teacher in the learning process. Instead of using handouts during the learning process only, the handouts can be used by students to do independent study outside of the classroom activity. Especially when the students forget some concepts of the lesson, they can look back at the notes so that it can be said that handouts avoid some missing or ignoring the students' understanding. They will remember and engage with the lessons that have been studied in the classroom.

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[48] D A Bligh, *What's the Use of Lectures?* (London: Jossey-Bass: A Wiley Company: Higher and Adult Education Series, 2000), 138-139.

Students are encouraged to clarify their note during the learning process by filling some gaps, spaces, and omissions. It is genuinely structured as lesson notes that help the students easily study. The note-type of handouts is wrapped in some skeletal or essential points. Each point then will be described explicitly in each to make the reader or the students easier to cover and understand the concept of the lesson. It contains definitions, purpose, type, strengths & weaknesses, and examples which are delivered with gaps, spaces, and omissions based on the lesson taught. The teacher designs it based on some relevant sources selected with much consideration, and it can be from a book or module related to the lesson or focused study taught.

2) The Uncompleted or Gapped Handouts

These types of handouts encourage students to listen actively and to urge them to complete the graphs, identify diagrams, and do computations to complete the notes during or after the lesson. This type of handouts has a difference with the note type. The note type has been set as a summary of the lesson which consist spaces or omissions to be filled. Meanwhile, the gapped type delivers incomplete information which has to be filled in the form of task by identifying and calculating diagram or graph so that the students have to complete the gaps by answering tasks and following the class activities. Giving gaps or incomplete information is for

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challenging the students during the learning process. This type of handouts is suitable for the higher education level since this aims to allow students to participate and not be silent readers during the classroom learning process.[49]

The example of the gapped type of handout is from a grammatical lesson by taking the model from studying a present perfect tense using the inductive teaching approach. At the beginning of the class, the teacher gives them examples of present perfect tense without giving them a grammatical rule. The teacher may provide a space in form of table for the grammatical rules after the examples. The teacher will lead the students to formulate and analyze the grammar sentence pattern by themselves during the class activity by looking at the examples attached. Then, the students can fill in the grammatical rules or sentence patterns in the places provided.

For example, in learning English lessons about "Telling time," the teacher gives them several exercise questions by providing a picture of the clock in each number without giving it a long-hand or short-hand. The teacher may provide a written version telling the time, such as "It is a quarter to nine." Here the students have to complete the picture using long-hand and short-hand related

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[49] Bligh, *What's the Use of Lectures? …*

to the statements of the clock by giving a bow inside the images of the clock provided and vice versa.

Another example of the gapped or incomplete type of handouts is in the "descriptive text" lesson for English lessons, handouts contain a diagram of restaurant visitors in an area. The teacher might give an incomplete or gap text. Here, the students have to complete sentences based on the information or data drawn in the restaurant visitor diagram.

A common exercise of this type of handout used in English classrooms is in the listening skill class. The students are given random pictures of the sequence of events. Then the teacher will speak some paragraphs of text related to the images. The students have to listen carefully and arrange those random pictures into correct orders by giving a number in each image provided.

Thus, the teacher can give the students a note and provide them with the challenge to complete the notes by analyzing graphs, diagram, and doing calculation. Having the students complete some gaped or incomplete information will indirectly make the students more engaged in the classroom. Without paying attention to the teacher and activity in the classroom and analyzing the lessons actively, they will not get a complete note then.

3) Worksheets Handouts

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These handouts are related to the given problem or question that requires the students to solve it effectively. While doing the worksheet type of handouts, the teacher gives the students some issues related to the lessons taught. They have to solve it either individually or collaboratively with their friends. This type of handout sometimes will provide some questions or statements that have to be completed. Teacher may challenge them by giving some questions and ask them to solve some particular problems related to the lessons learned. For example, students are given a narrative text which the story is about some people that is problematic at that time. The teacher may ask questions that are related to the students' opinion if they are in that position, what they will do, how they solve the problem, and what the moral value that is implied. Thus, the students give their opinion individually or collaboratively.

To sum up, the types of handouts have been explained by expert. Handouts' theory from Bligh[50]. These handouts consist of the notes, the gapped, and the worksheets, sometimes inserted with a diagram or chart inside. Thus, the researcher uses Bligh's theory to investigate further information related to the research focus since it follows handouts frequently used in school.

b. Characteristic of Handouts

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[50] D A Bligh, *What's the Use of Lectures?* …..138-139.

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Here are the characteristics of the media of handouts, are as follows:

1) Handouts consist of dense information and also lessons to be studied. As explained previously, the handout package summarizes the lesson. However, it can still deliver broader information because it is arranged based on the most selected and core lesson.

2) Teachers usually use handouts to provide an additional lesson that might not have been covered in the textbook as a teaching medium that delivers detailed content. It is also well-known as a medium that gives more understandable lessons so that the students will not have difficulty interpreting the lesson meaning provided in books.

3) Handouts are given at the beginning or before the lesson starts functioning as additional notes and exercises for students. The distribution of handouts depends on the teachers' plan regarding the stages of the activity and depends on the teacher's approach.

c. Handouts Purpose

The handouts theory is outlined in Bligh's book entitled "What's the Use of Lectures?". Those purposes include teaching objectives, saving note-taking, and guiding and stimulating reading. They are as follows:[51]

1) Teaching Objectives

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[51] Bligh, *What's the Use of Lectures*?... 139-143

Handouts as teaching objectives mean that students have not received handouts as a syllabus, necessary handouts have to be carried out as a list of goals of the course intended to achieve. Usually, the students will learn optimally if they know what objectives they will achieve. When the students do not know their learning objectives, the learning process will run for the opposite purpose.

2) To save note-taking time

Handouts are usually used to deliver summarizing lessons so that the students do not need to take notes. That kind of note is helpful for situations when students are unable to do note-taking. The handouts can illustrate the necessary information for the lesson which will be learned. These note-taking handouts give the information in semi-darkness. Some lessons may be presented directly. However, some others have to be carried out by the students to be more active in the learning process. In some situations, note-taking handouts encourage the students' desire to learn the lesson to decrease the teacher's difficulty teaching in a large class.

3) To stimulate the thinking process

To stimulate the thinking process means students have to explore themselves to be more critical during the learning process. Handouts themselves can stimulate the students' thinking process

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by completing tasks or exercises, tests, or solving theoretical problems. As long as the students answer questions and debate any issues, it will indirectly be able to stimulate the students to actively think and develop their thoughts. In this case, usually, the teacher gives the students some tasks or exercises which are intended to be learned by the students.

4) To guide and stimulate reading

The most common handouts are reading-lists which consist of some lists of lesson explanations, but those reading-lists usually are not thought out. Coordinating all subjects to be read by the students might be difficult for the teacher. However, this activity will stimulate the students to read the lessons well by having this reading list. In some cases of reading and presentation, the students usually spend more time reading the reference than doing learning activities, and it is because they do not have a reading list. Therefore, a reading list has to be carried out in this case.

It is difficult to coordinate all subjects, but having the reading list in each meeting could stimulate the students to read. If the literature on the whole subject matter is given in the early session, the students may take their freedom to bring their learning planning. However, the typical students' reaction is that they will usually delay their work or seek the security of standard text then ignore the journal and other original work.

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d. Strength and weakness

There are some strengths and weaknesses of handouts for teaching and learning activities. the advantages are mentioned as follows: [52]

1) Handouts can stimulate students' curiosity in learning the lesson since they can challenge themselves using both sides of their brains.

2) Handouts increase the students' creativity in teaching and learning activities. It provides lesson explanations and exercises that guide students to think critically to solve the problems given in the practice during the learning process.

3) According to the teaching plan, handouts maintain consistency in the delivery of subject matter in class. Handouts are media that are set depending on the lesson plan. It is in accordance with the learning steps or stages that the teacher has arranged. Therefore, the learning process will be done and the teacher's plan.

4) Handouts can introduce new information or technology. The information has been arranged as detailed but straightforward as possible. Other than that, handouts introduce the students to new technologies by looking at the content attached to them, or some steps to use a new technological trend.

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[52] Martin Widadi, Thesis: *"Pengembangan Handouts Pembelajaran Kerja Bangku di SMK Negeri 1 Seyegan"* (Yogyakarta: Universitas Negeri Yogyakarta, 2012). 24

5) Handouts can check the students' learning outcomes. Some exercises provided by the teacher can measure students' understanding by looking at the students' answers on it.

6) It encourages the students' gallantry to excel in their ability to acquire the lesson given.

7) Handouts can build memorial knowledge. Using the media, which consists of the lesson summary, will help students understand the lesson for a long time. When the students are given many lessons, it will be more complicated. Then, the students may find it challenging to understand the lesson.

   Besides the strength, the handouts also have some deficiencies or weaknesses, those are:

A. It has difficulty displaying motion and sound since it is formed as a leaflet. Even if it is digital, the content might still use the picture format. It can display the motion or video as far as it is attached by using a link to access it.

B. The parts of the lesson must be designed in such a way that depends on the lesson taught.

C. Handouts may be quickly damaged or lost, and even if it is digital, they could be lost. Thus, it depends on how students treat them. Some students may save their handouts, but others may not due to their willingness and characteristic to study.

e. Component of Handouts

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In developing learning media, the existence of components is a crucial thing. According to Azhar Arsyad, there are six essential components of the handouts.[53] Those components should be considered when preparing handouts, including the following:

1) Consistency

   A. The format and content have to be consistent from page to page.

   B. The space has to be consistent, and unequal spaces can be considered untidy.

2) Format

   a) If the paragraphs are long, it is better to use one column face. When the paragraphs are short, a double column is matched.

   b) Each different content has to be separated and has to be labeled visually.

   c) If there is a different learning strategy, it has to be separated and labeled visually.

3) Organization

   a) The developer should inform the students about the extent of learning the handouts.

   b) The developer should arrange the text so that the students will get rich information.

   c) The developer can separate the contents by using boxes or other shapes.

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[53] Azhar Arsyad, *Media Pembelajaran*. (Jakarta: Raja Grafindo Persada, 2005). 88-90.

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4) Attractiveness

The creator may introduce each new chapter or section differently. It has to be arranged as motivated as possible so that the students will read the handouts optimally. The students will understand the contents better if the handouts can encourage them to learn, such as by giving a different color or shape that can draw their attention.

5) Font Size

A. The developer can choose the appropriate font size for students to depend on the messages and environment. Usually, the standard text size is 12.

B. The developer should try to avoid capital letters for the whole text since it makes the process of reading more difficult.

6) Space

a) It uses space that contains no text or images to differentiate the contrast. Free space can be placed in the form: of space around headings, borders or margins, spacing between columns, and the beginning of a paragraph.

b) Handouts should be adjusted between rows to improve the look and level of written reading.[54]

f. Steps of developing Handouts

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[54] Azhar Arsyad, *Media Pembelajaran*. (Jakarta: Raja Grafindo Persada, 2005). 88-90.

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Since the handouts are prepared based on the basic competencies that the students must achieve, thus, the process of making the handouts must be relevant to the curriculum. Handouts are additional written lessons that can enrich students' learning to achieve competence. The steps for preparing handouts are as follow:

a) Teachers make arrangements according to the curriculum used. Teachers should adjust by evaluating the teaching materials used with the educational curriculum, and its theme, topic, and lessons have to depend on the curriculum set by the government.

b) The developer determines the title of the handouts, adjusted to the basic competencies and the primary lesson to be studied.

c) Teachers must decide the content of the handouts: overview or summary depends on lesson needs.

d) Teachers have to decide how to present the handouts, and it should be a narrative, table, picture, diagram, or a combination of all arrangements.

e) Teachers collect various literature sources as a reference for lesson writing to be rich in information.

f) Write the handouts in short, concise, and clear sentences. It means the teacher has to make a straightforward writing, but it can provide much information related to the lesson.

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g) Teachers should evaluate writing results by rereading to see if there is a shortage. By assessing it, the teacher will know the potential mistakes that may cause students to misunderstand.

h) Handouts are using various learning resources that can enrich the lesson thoroughly.[55]

Thus, there are three types of handouts which can be explored by the teacher in teaching some particular materials. The selection of using those types of handouts can be adjusted with the students and classes condition. Furthermore, handouts also have some characteristics, components, purpose, strength and weakness, and the steps for developing them. Those explanations above can be a consideration for handouts' developers in order to make more engaging handouts for the teaching and learning process. Those theories provided by some experts were used by the researcher as the reference for developing the research instruments by paying attention to each point of handouts. In addition, those theories are also used by the researcher for the discussion section by checking whether the finding is in one line with those available theories or not.

4. Inductive Teaching Approach

The inductive teaching approach is a teacher's arrangement that gives the grammar rules after delivering the examples (the teacher shows grammar rules in the last activity, opposite from a deductive approach that

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[55] Martin Widadi. *"Pengembangan Handouts Pembelajaran Kerja Bangku di SMK Negeri 1 Seyegan"*… 24.

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gives grammar rules at the beginning of the activity) to make a more attractive teaching and learning process. That statement is in line with the concept from Thornbury about the inductive approach. The Inductive approach requires students to identify the rules on their own, and the instructor must address them in order to determine the sentence patterns. An inductive approach begins by ranking a few samples from which the grammatical patterns can be deduced.[56] Nunan suggests that inductive teaching incriminates a process in which students follow the teacher's examples to independently discover the grammatical rules.[57] The students have to be more motivated to study during the learning process.

Other than that, the inductive approach also could improve students' motivation to study a second language.[58] The inductive approach will challenge the students to be more productive and create more engaging learning situations.[59] Therefore, the grammar rules are not conveyed in the old manner which is by giving the grammatical patterns at the beginning of the lesson. However, the teacher will provide an example of the sentence related to the lesson on grammatical rules then the students will examine and identify it. One purpose of the inductive approach is to ask the students

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[56] S Thornbury, *How to Teach Grammar*. (England: Pearson, 1999), 49.

[57] David Nunan, *Practicing English Language Teaching: Grammar*. (Singapore: The McGraw Hill Company, 2005), 15.

[58] P. Wang. "Teaching and Learning Verb Tenses in Taiwanese University". *English Linguistic Research, 1*. 2012. 1

[59] Lydia N.D. Skripsi: Students' Perceptions toward Inductive Approach in Learning Grammar", (Satya Wacana Christian University: Salatiga). 2015. 17.

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to learn by boosting their knowledge rather than only paying attention to the teacher's explanation.

Moreover, the inductive teaching approach makes the students aware of the grammatical patterns by analyzing its example in context.[60] It can be mentioned as learning by discovering. Hence, if needed, the teacher will give a further explanation after all. The teacher has to facilitate and help the students by preparing their needs to discuss and establish the purpose of the study.[61] Thus, the inductive teaching approach is an effective way to teach grammar because it forces students to be more active and become a central part of the student's learning process as far as the teacher could facilitate them in their studies.

Applying the Inductive teaching approach in grammatical teaching has its stages, so the teacher will follow it to make the implementation successful. Ke proposes that there are four phases for teaching grammar using an inductive approach. First, the instructor delivers the class a group of relevant sample sentences concerning the upcoming topic in English grammar. Second, generalizing grammatical patterns and examining the sentences in English given. Third, students are requested to review and evaluate the grammatical structures in fresh sentences relating to the same

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[60] J.L Shrum & E.W Glisan. *Teacher's Handbook Contextualized Language Instruction.* (Boston: Cengage Learning. 2016)

[61] D. Nunan. *Practical English Language Teaching: Grammar*, Singapore: The McGraw Hill Companies. 2005.

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English grammar topic. Fourth, students practice making new sentences by reviewing the grammar forms.[62]

Some theories above explain that the inductive approach is about delivering the sentence patterns at the end of the lesson by providing some examples at the beginning of the lessons. The inductive approach allows the students to participate more actively during the teaching and learning activities, since they are encouraged to draw the sentence patterns individually. To draw the sentence patterns, the students have to pay attention to all activities. Thus, it makes them active and engaged during the learning process. Those theories related to the inductive approach used by the researcher in the discussion section whether the implementation of the inductive approach in the classroom is one line with the theory or not.

5. Grammatical Proficiency

Grammar is a language structure and one of the English language systems which convey a set of rules to arrange words properly. According to Brown, grammar is a set of rules that dominate the customary arrangements and interrelation of the words used in a sentence.[63] It has been widely known that grammar is essential to be learned because it can affect other language systems and language skills. Grammar can help the students arrange the sentence order so that every sentence would have an explicit

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[62] Z Ke, *An Inductive Approach to English Grammar Teaching* (HKBU: Papers in Applied Language Studies, 2008), 16.

[63] Nunuy Nurjanah, "An Analysis of Student's Errors In Using To Be (Am, Is, Are) (A Case Study At The Sixth Grade Of Mis Al-Huda Haurwangi)", English Education Study Program Language and Arts Department of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP): Siliwangi Bandung, 2

meaning if structured using the correct grammatical rules. According to Huang, the main goal of grammatical teaching is to support learners in obtaining linguistic competence. It can be the ability to use grammar resources such as comprehension and the production of oral or written skills by paying attention to efficiency, effectiveness, and appropriateness depending on the situation.[64]

Grammar is related to teaching and learning context. While teaching grammar must have an effective way to engage the students to be more motivated in their learning process. Therefore, it has been known that grammar has its different teaching obstacles. That statement is supported by Ellis who argues that grammar learning challenges could be classified into three factors: the issues relating to the language environment, linguistic elements, and psychological elements. How frequently input is absorbed from the environment is a factor in the language domain. Language grammar's inherent qualities are referred to as linguistic substance, while learning capacity is referred to as psychological relevance.[65] Thus, besides those particular obstacles in learning grammar, those might be solved when the English teacher continuously tries to promote effective ways, strategies, and media in the teaching process.

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[64] Mohammad Akram Alzu'bi, "Effectiveness of Inductive and Deductive Methods in Teaching Grammar". *Australian International Academic Centre*. Vol. 6 No. 2, April 2015, 188.

[65] Rod Ellis, *Investigating Learning Difficulty in Terms of Implicit and Explicit Knowledge on David Singleton Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching.* (Great Britain: Short Run Press Ltd, 2009), 114.

Grammar is also related to proficiency. Grammatical proficiency is a student's quality in such categories, such as beginner, intermediate, advanced, or superior, which is used to indicate the different levels of students' ability in grammar. Proficiency has been known as a goal of language teaching. Furthermore, it can be the ability to write or speak. As stated by Council Europe, proficiency defines what a person knows and does concrete things related to the application of the subject in the actual situation.[66] Proficiency in grammar is not only about the ability to know and understand the rules of grammar, but it refers to the language used such as practicing it in real-life situations. It can be communication skills or speaking and also writing skills. Therefore, grammatical proficiency is essential, and it will not become a long-term understanding of the students who do not directly implement it.

B. Previous Studies

Many previous studies have been conducted on the related topic as the current research in the past few years. Those are as follows: the first research was conducted by Mohammad Akram Alzu'bi, entitled ``Effectiveness of Inductive and Deductive Methods in Teaching Grammar''. It compared the inductive and deductive approaches between university and elementary students by conducting a pre-test and post-test. The result reveals substantial statistical differences between both two groups' grammatical skills at ($\alpha \leq 0.09$).

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[66] Council of Europe, *A Common European Framework of Reference for Language Learning and Teaching*, 16.

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Thus, it is more beneficial to implement the inductive approach in those two groups.[67] The second researcher was Hejvani F & Farahani M.V. He had conducted a study "An investigation into inductive and deductive methods in teaching grammar to German EFL learners: A comparative study" in 2018. The primary purpose was intended to contrast the efficiency of the Inductive and deductive approaches in teaching English grammar lessons by focusing on the efficiency of students' performance. This study used an experimental study with two groups of German pre-service teachers and selected two English grammar lessons, i.e., future tense and conditional sentences. The study revealed that both inductive and deductive teaching approaches are equally inefficient.[68]The third is a study held by S Arifin, entitled "Deductive and Inductive Methods in Teaching Tenses" in 2016. The study was conducted to know which approach (deductive and inductive) works better in facilitating students' writing skills. This research design used a quasi-experimental by grouping the students into two groups, one class implemented inductively and another implemented deductive. Each lesson consists of 20 students in each English course class in Jakarta. This finding indicated that the deductive approach is greater than the inductive approach in terms of effectiveness to facilitate students' writing skills based on the pretest and posttest.[69] The fourth is a study conducted by Daniel Muñoz, the topic was about effectiveness of a

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[67] M. A. Alzu'bi, "Effectiveness of Inductive and Deductive Method in Teaching Grammar", 187-193

[68] Hejvani, F & Farahani, M.V, "An Investigation into Inductive and Deductive Methods in Teaching Grammar to German EFL Learners: A Comparative Study", 76-91

[69] S. Arifin, "Deductive and Inductive Methods in Teaching Tenses", 73-90

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deductive approach versus an inductive approach for teaching passive voice in English grammar in 2015. The study aimed to do an efficacy in comparing the passive voice teaching of inductive and deductive approach at a college level. 36 second-year psychology students from Universidad Austral de Chile in Puerto Montt served as the study's sample. There are two groups of students. The simple present, simple past, and simple future of passive voice were taught to those groups. A group received instructions using the inductive, while another received instructions using the deductive method. After they were taught those lessons selected, a post-test was held to determine which one is better to implement in the college context. The study proved that the deductive approach revealed a higher score in their post-test.[70]The fifth is a research that was conducted by Ruly Morgana in 2016, it was about the inductive teaching effectiveness in improving students' grammatical ability. Examining how well the inductive and deductive work to help students become more proficient was the main target of this study. This research design is quasi-experimental by using a pre-test and post-test in an experimental and control group. The finding showed that the inductive approach is practical to be implemented in the classroom since the students' score was still relatively lower before applying the inductive approach. However, the students' score was effectively higher after implementing the inductive approach.[71]The sixth is the study by Yennyfer

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[70] Daniel Muñoz, Undergraduate Thesis: *"Effectiveness of an Approach against An Inductive Approach in Teaching Passive Voice in English Grammar"*, 28-49
[71] Ruly Morganna, "The Effectiveness of Inductive Teaching Technique in Improving Students' English Grammatical Ability", 246-252

http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/http://digilib.uinsby.ac.id/

Alexandra Castro, Carolina Gómez, and Santiago Rico in 2016 were also held research on inductive grammar teaching to second graders in suroriental school. It implemented a research classroom project. This research aimed to teach grammar inductively by using the media of songs, cartoons, and games. This research was conducted on second graders EFL students originating from Pereira, public elementary school. The main source of gathering data was the students' responses towards implementing the inductive approach. Yet, to record the process, following each implementation session, the researcher utilized reflection sheets and observation reports to gather the data. The result showed that teaching inductively to those classes was rather tricky because of some aspects behind them. Yet, the positive impact showed that using media (songs, cartoons, and games) made the students more attractive, motivated, and engaged in learning to develop the students' English skills.[72] The seventh is the study conducted by Gifty Edna Anani in 2017, under the focus on reviewing inductive approaches using grammar instructions at the primary level of education. According to the literature and methods of teaching grammar, the inductive approach is superior to the deductive approach. This study sought to determine if the inductive technique would be greater to the deductive one. Quasi-experimental was elected in a mixed-method paradigm. The research sample was 99 participants (27 teachers and 72 students in Junior High School). SPSS was to examine the data, which were gathered through observation and

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[72] Yennifer Alexandra Castro and friends, Thesis: *"Teaching Grammar Inductively to Second Graders in Suroriental School"*, 37-49

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class tests. The findings showed that the students taught using the inductive approach have better English skills than those who were trained using the deductive approach.[73]The eighth is the research conducted by Suriana in 2018, having the title "Improving the Use of Simple Past Tense in Writing Recount Text by Using Inductive Method". The purpose of this research was to investigate whether the inductive approach can improve the students' ability to write recount text using simple past or not. This study used CAR as the method. The students of MTsN 2 Pontianak in 2016/2017 were the subject of this research's subject. The observation and students' writing assessment data showed that using an inductive teaching approach could improve students' ability to recount text by applying the simple past tense.[74]The ninth is a thesis that was conducted by Yosi Wardani entitled "*Penggunaan Media Handout untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa pada Pokok Bahasan Lumut di SMAN Kluet Timur*". This study aimed to know how the use of the handouts towards the activity and their learning results in algae lessons. The population was the 10th-grade students, and it used the experimental method by conducting observation and testing on X_1 and X_2. The result showed that the handouts could improve students' learning activities and learning outcomes on the lesson of Algae in SMAN 1 Kluet Timur.[75]The last is Gerald Munyoro's

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[73] Gifty Edna Anani, "Teaching and Learning of Grammar at the Basic Level of Education: Revisiting Inductive Teaching Approach", 51-62

[74] Suriana, Article: "*Improving the Use of Simple Past Tense in Writing Recount Text by Using Inductive Method*", 1-13

[75] Yosi Wardani, Bachelor Thesis: "*Penggunaan Media Handout untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa pada Pokok Bahasan Lumut di SMAN Kluet Timur*" (Aceh: UIN Ar-Raniry Darussalam Banda Aceh, 2017)

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research, entitled "An evaluation of the Effectiveness of the handouts in Enhancing teaching and learning in Higher Education," in 2014. This study used an action research approach to explore the issue of an ineffective lecture with overloaded information. The result showed that the handouts could boost active learning, especially the form of the gapped handouts, which allow the students to insert gap information during the learning process.[76] To sum up, from those previous studies given above, some focus on the implementation or comparison between the inductive and deductive teaching approaches. Some researchers found different results, and some proved that the Inductive approach is more potent than the deductive, however, others show the opposite. Those could happen because the studies were conducted in different contexts of grammar and various conditions of the students. Meanwhile, some others also have focused on the media used, such as songs, comics, and games, while implementing the inductive teaching approach to support the English grammatical learning process. The result proved that using some particular media while implementing an inductive teaching approach is significant and influential. Moreover, the other focus study was also conducted about using the handouts in such subject matter. The result proved that handouts are practical to use during the learning process, especially the gapped type, making the students have an active learning situation.

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[76] Gerald Munyoro, "An Evaluation of the Effectiveness of Handouts in Enhancing Teaching and Learning in Higher Education". *ADDRI Journal*. Vol. 5 No.5(2) 2014, 1-19.

Therefore, this current research analyzes other media that the previous research has not mentioned, especially handouts. This study investigates the handouts type based on the students' preferences and the use of handouts in the inductive approach during the classroom activity. In addition, the reason for selecting the inductive teaching approach is because it has the prospect of engaging students in becoming more active and attractive during the English grammatical learning process.

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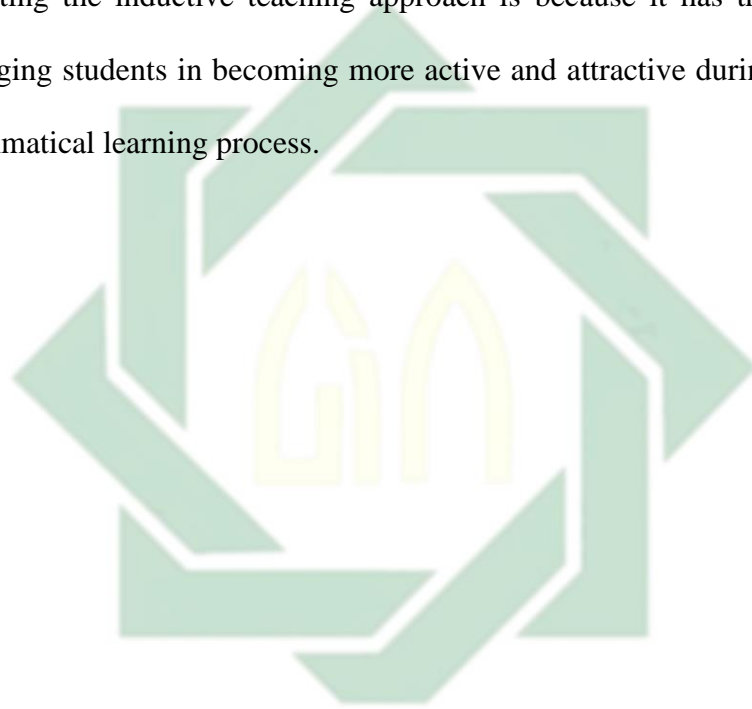
CHAPTER III
RESEARCH METHOD

This chapter illustrates the way the researcher conducted and investigated the research related to the use of the handouts in the inductive approach to grammatical learning. It composes the approach and research design, research subjects, research settings, data and source of data, data collection techniques, the validity of the finding, and research stages.

A. Approach and Research Design

The purpose of the current research is to discover the types of handouts that students prefer to have and how the use of handouts in the inductive approach to promote their grammatical proficiency. The researcher found extensive information about the research focus, that are, finding the most preferable type of handouts to be used for the grammatical learning process and how the handouts were used during the learning process in the inductive approach implementation. Therefore, the researcher needs to do the observation which is a part of qualitative design. However, this study did not compare one type of handout to another. Moreover, the researcher did not do a classroom action of fixing the students' learning problems related to the English grammatical learning process.

Thus, the researcher used the descriptive qualitative design because it is suitable for the focus of the study research. According to Creswell, qualitative research is descriptive research that uses a natural exposure model by understanding the meaning of both individuals and groups originating from

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social or humanitarian problems.[77] Therefore, several techniques and instruments in qualitative research design were used to obtain the data related to the focus of this current research.

B. Research Subject

47 students of MAN 1 Lamongan became the subject of this research to find information about the type of handouts and how the handouts are used in the classroom during the grammatical learning process while implementing an inductive teaching approach. Each generation has four majors at MAN 1 Lamongan, namely science, social, religion, and language. There are some divided classes in each major, and there are about 30 students in every class. Random sampling was adopted from the populations available to avoid bias that influenced this study's results. There were second-grade students at MAN 1 Lamongan who became the respondents of this research. The selection of second-grade students is because it is an appropriate level to become the respondents of this research. Hence, first-grade students were not familiar with the research concern, and third-grade students were occupied with the national exam preparation. The researcher selected two classes from second-grade students who became the respondents, namely science and language, and it was adjusted to the teaching schedule of the operational teacher. In addition, the selected classes were those who have been familiar with the inductive approach. In addition, the researcher also asked a teacher who teaches the

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[77] John W. Creswell, *Research design: Qualitative and Quantitative Approaches*, (Yogyakarta: Pustaka Pelajar, 2013), 4-5.

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classes selected becoming the interviewee to clarify and strengthen what the researcher found by reflecting on the results of the questionnaires and interview.

The selection of MAN 1 Lamongan was because some students still feel that grammar is a complex lesson to be understood. The teacher in the school had tried using the handouts as media for some moments during the teaching and learning process. The information which the researcher received from the teacher at that school said that students in MAN 1 Lamongan have different levels of grammatical knowledge. Some students understand the lesson of grammar well. However, some others are still confused about understanding the grammatical lesson. The teacher also stated that their grammatical proficiency depends on their basic education in junior high school. Thus, the researcher acted as the developer of the research instruments needed for collecting the data. At the same time, the subject (students) took a role as the participant in the research The researcher collected related information by analyzing the distribution of some instruments that had been prepared before conducting the research in the school. The researcher was concerned about the school's condition while collecting the data.

C. **Research Settings**

This research was carried out in one of the schools in Lamongan East Java, that is MAN 1 Lamongan, located in Veteran street No. 43, Jetis, Lamongan district, Lamongan, East Java 62212. That school's selection was based on both the teacher and the students of MAN 1 Lamongan who have

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been familiar with the inductive teaching approach and handouts. The teacher frequently uses handouts and sometimes implements the inductive teaching approach in the English grammatical lesson. In addition, this research was conducted from 17th January till 5th February 2022 during even semester progress. The consideration for doing this at that time was because the school had an active and regular day for the teaching and learning process. In addition, the students had a fresh mind since they had been given a holiday after doing a final test of an odd semester.

D. Data and Source of Data

1. Data

The available data were based on the first and second research questions. The data relating to the first research question was the students' handout preference to promote their grammatical proficiency in the inductive approach that had been collected through the questionnaires. Meanwhile, the data from the second research question was the report of observation checklists and fieldnotes related to handouts used in the classroom in the form of the table (see appendix 3), primarily through implementing the Inductive teaching approach which had been collected during the observations.

2. Source of Data

The source of the data was 47 second-grade students of MAN 1 Lamongan in the academic year 2021/2022. The school had implemented 100% offline learning so that the researcher was present at the school in

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obtaining research data. The English proficiency level of the students itself at that school is not too high and not too low. Yet, for the grammatical lesson, the teacher still needs to be extra in presenting and understanding some particular lessons. Therefore, the selection of second-grade students is because they were at the appropriate level to become the respondents of this research. First-grade students have not been familiar with the research concern, meanwhile, third-grade students were occupied with the national exam preparation. Therefore, this research used random sampling to determine the research subject. One class in each Science and Language major was selected randomly, becoming the research sample. Thus, two classes had been investigated related to the context of this research.

E. **Data Collection Techniques**

The researcher collected the data through observation, questionnaires, and interviews. They are described below:

1. Observation

The first data collection technique is observation. It was conducted in order to collect the open-ended data by directly observing the class on how the teacher and students use the handouts as their learning media during grammatical learning in the classroom. The researcher investigated the same classes that respond to the questionnaires. The researcher acted as a non-participant observer who came to the class and then observed the activities happening during the learning process in which the handouts and media were used within the inductive teaching approach. The observation itself

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was conducted 4 times, exactly 2 turns for each class. Two times in XI-MIA 1 and two times in XI-IBB. The reason for doing more than one turn of observation was to know whether there is a different occurrence between the first and the second turn. In addition, this activity was done in two weeks, adjusted with the class schedule that the operational teacher set. The observation itself was done first before the students answered the questionnaires in order to give them insight into the use of handouts in the inductive approach to learn grammar.

2. Questionnaires

The second is questionnaires. The purpose of questionnaires is to discover the type and design of the handouts that the students mostly prefer to promote their grammatical proficiency in the inductive approach. The researcher distributed the questionnaires to 47 students that had been stated previously. They answered the questions since some of the students were getting sick at that time. Therefore, all questions were transformed into online questionnaires, i.e., google forms, so that the distribution could be more effective and efficient. There were "multiple choices" for closed-ended questions and long answers for open-ended questions. All numbers were set as "required" so that the respondents did not miss responding to each question. The questionnaires were shared through the Google form link for all 47 students selected from different classes and majors. The researcher asked for the teacher's help to guide the students in answering the questionnaires. This technique served as one of the anticipations in

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preventing the possibility of students not responding to the questionnaires. The researcher set the maximum time for answering the questionnaire as about a week which was counted from the first day it was shared. The questionnaire was distributed after conducting the observation, the teacher helped the researcher to share the link with the students in order to avoid unanswered questions.

3. Interview

The data collection technique is Interview. The intention of having an interview is used to explore the detailed information related to the previous instruments. This interview was conducted to clarify the students' responses to some questions given in the questionnaires and the result of that classroom observation so that it could avoid a misunderstanding and different information regarding what the research obtained and what the actual information happened. Therefore, the topic of the interview was related to students' handouts preference as well as how usually handouts are used in the inductive approach. The teacher that became the interviewee is a teacher who teaches the classes selected to become the respondents. It was conducted after doing the observation since its purpose is to clarify and gain more detailed information on the data obtained. The reason for selecting the teacher becoming the interviewee was to confirm the data collected through the instruments of observation and questionnaires because only the teacher who teaches that class knows them very well. The interview was conducted in a one-on-one interview to obtain the information optimally. The

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researcher interviewed the teacher after the researcher obtained the observation data in the classroom and the students' questionnaires.

F. Research Instruments

The researcher used three instruments: observation checklists, open-ended questionnaire sheets, and interview guidelines.

1. Observation Checklists and Field Notes

The researcher used the observation checklists to answer the second research question related to using the handouts in the classroom. An observation checklist is what the researcher measured during a classroom observation.[78] The researcher checked some phenomena that happened during using the handouts in the grammatical classroom. According to Creswell, the advantages of doing observations are recording any information that occurred, recording the actual behavior, and recording individuals who may be challenged to share their ideas.[79] The observations focused on how students' portraits during the use of the handouts on their grammatical learning process through an inductive teaching approach and focused on how the teacher helped the students in learning grammar by using handouts in the inductive approach. Therefore, the researcher took the role of a non-participant observer who tried to see things as they happened, precisely without disrupting the participants'

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[78] British Council, "Observation Checklist" Observation checklist | TeachingEnglish | British Council | BBC

[79] John W. Creswell, *Research design: Qualitative and Quantitative Approaches*…213-214

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activities.[80] According to Creswell, non-participant observer visits the class and takes notes without involving themselves during the learning process and activities carried out.[81] The researcher made some checklist points related to some breakdown aspects, namely students' understanding of handouts, handouts related to classroom activities, students' responses to handouts, and classroom interactions during grammatical learning on the implementation of the inductive teaching approach. There were 21 criteria that the researcher formed, then it was checked by giving a checklist to the categories of "Yes" or "No." The type "Yes" means the criterion that happened in the classroom, while "No" means the statements do not occur.

In addition, the researcher also inserted field notes by writing down some additional information, such as recording the time and taking notes of detailed information that happened during the learning process. The researcher also wrote the identification column for knowing when and how the statements occurred in the classroom. In addition, the researcher added some lines inside the checklists in the form of field notes following those 21 criteria set in order to anticipate missing information which had not been stated in the "criterion" in the checklists point.

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[80] Ronet D Bachman and Rusel K. *Schutt. Fundamentals of Research in Criminology and Criminal Justice*. (Los Angeles: Sage Publications, 2017), 175

[81] Creswell, *Educational Research Design: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 214-215.

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The researcher adapted the checklists from Wardani's thesis, which is in accordance with the research's purpose of doing the observation. However, the researcher used a different data analysis technique from Yosi Wardani's research due to the different research designs. This current research used observation checklists and field notes, while Wardani's used observation checklists. The researcher then developed the observation checklists by referring to Creswell's theory that doing observations means recording information that occurred related to the students' actual behavior, and the students' challenges to share their ideas.[82] However, the checklists were selected and adjusted with the focus and condition of the terms of this study, exactly developing some points related to the procedure of implementing the inductive approach. The researcher conducted the observation after the students got the data through the questionnaire instrument to three classes of MAN 1 Lamongan, who were the same respondents as the questionnaires.

2. Questionnaire

The questionnaires consisted of questions about the possible types of handouts preferences consist of 12 questions and the potential design of handouts consist of 5 questions that referred to the statement by Arsyad Azhar in "*Media Pembelajaran"* book about the strength and components of handouts (see chapter 2, pages 28-30), as well as the implementation of an inductive teaching approach consists of 11 questions by reflected

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[82]John W. Creswell, *Research design: Qualitative and Quantitative Approaches*…213-214

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them with the theory from Thornbury about the procedure of inductive approach implementation to teach English grammar (see in chapter 2, page 37). The choice of the questionnaires in the handouts preference and design section was reflected in the Bligh theory about the types of handouts. The researcher inserted the handouts type became the choices in the questionnaires to help students know the difference between the handouts type to be chosen. There were 3 choices in each question which were set as multiple choices.

The consideration of having questionnaires was to answer the first research question and to support the second research question, precisely the handouts' preference that students primarily preferred in the inductive teaching approach. Inside that concern, there were some breakdowns of inquiries related to the handouts type that the students chose. The first section is connected with the handouts' preferences. It precisely determines what type of handouts are suitable for students in their grammatical classroom. The second section is the handouts' design which relates to its components. The last is the handouts and inductive approach implementation terms. It is related to how students interpret the grammatical rules in studying using the inductive teaching approach.

The questionnaires were distributed to two classes stated above. Therefore, the researcher asked some questions formed through open-ended questionnaires so that the students could give no limit-response to each question asked. However, the researcher also asked some questions

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in the form of closed-ended questionnaires to support or expand theory and concepts in the literature. Multiple choices were used in the closed-ended questionnaires and give the predetermined response categories such as "Yes" and "No." The consideration of putting the option of "yes" and "No" was to get on-point responses, not being frightened at all. The researcher also put some natural choices on each type of handout characteristic so that the students would not be confused about choosing between the first, second, or third of the handouts type.

The following questions after closed-ended questionnaires were open-ended questions to get the additional responses related to their choice associated with the closed-ended questionnaires. The researcher encouraged the students to share their feelings and willingness by answering the open-ended questions so that rich data could be obtained as well as needed. The distribution of questionnaires was through a Google Form, which the researcher had drafted and designed before the researcher obtained the data.

3. Interview Guidelines

Another instrument is interview guidelines. The interview was held by asking some questions in the interview guidelines distributed to the teacher who teaches the class selected. The interview was related to the guidelines following the handouts type which is preferred by the students, how about students' motivation to study, and questions related to conducting the observation, exactly how the teacher's view related to the

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use of handouts in the inductive approach to promote students' grammatical proficiency.

Therefore, the interview's purpose is not only to gain detailed information about the focus of the study but also to double-check the findings related to the results on students' handouts preference and the use of handouts in the inductive approach in grammar learning. Hence, the results of this interview could be the consideration for the researcher to make the results of the study clearer. The researcher found information related to the handouts' preference which is usually used by the students and teacher during the usual learning process, exactly the gapped type of handouts which is in accordance with the result of the questionnaires. Another piece of information that was gotten from conducting the interview is the use of handouts. The teacher agreed that the handouts are used for the students to study, to exercise, and sometimes it was used by the teacher to assess students as well as the results of the observation.

The interview questions were formulated by adjusting the first and second research questions, those are the handouts preference and the use of handouts in the inductive approach. The researcher created the interview guideline by combining the theory about the development of handouts by Azar Arsyad (See pages 33-36), the theory about classroom interactions by Bouras & Kekes (See page 91), and Bligh's theory related to handouts' purposes (see page 28-30). This instrument has been validated by an expert who has mastered the needs analysis field. There were 12 questions

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divided into two points related to the first and second research questions; therefore, each issue has six questions. The first issue is related to handouts' preference and the second issue is related to handouts used in the inductive approach (See appendix 2). The interview process was done through one-on-one interviews with the interviewee selected. The reason for doing one-on-one interviews was to prevent the awkward and hesitant conditions which happen to the interviewee during answering the questions.

G. **Data Analysis Techniques**

Some techniques for analyzing the data for this research are as follows:

1. Analysis Technique for Observation

   These are some steps that were used to analyze the data from observation as follows: [83]

   a. The researcher read the text of data obtained from the observation.

   b. The researcher labeled and classified the text into some aspects which have been stated, namely students' understanding of handouts, handouts related to classroom activity, students' responses to handouts, and classroom interactions.

   c. The researcher analyzed the aspects by checking the criteria which caught up and those that did not.

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[83] John W. Creswell, *Educational Research Design: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Boston: Pearson Education Inc, 2012, 244

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d. The researcher correlated the aspects and criteria which were collected with the interview results.

e. The researcher concluded the results to answer the research questions

2. Analysis Techniques for Questionnaire

    Here are some steps which were used for analyzing the questionnaires data by Creswell as follows:[84]

a. The researcher organized and prepared the data from the Google form that the researcher obtained/collected.

b. The researcher gathered all the respondents' answers to each question into spreadsheets.

c. The researcher classified the responses to be very well-structured following the aspects to get the handouts' preferences and students' views towards the inductive approach implementations.

d. The researcher transcribed the data by summarizing participants' answers to each question.

e. The researcher interpreted the results and selected the students' responses to open-ended questionnaires.

f. The researcher combined the results by looking back at the findings from both observation and interview.

3. Analysis Techniques for Interview

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[84] Ibid, 237

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Here are some techniques which were used to analyze the data from the interview suggested by Miles and Huberman. They are as follows:[85]

a. Data condensation is considered a selection procedure that emphasizes abstraction, simplicity, and transformation from interviews. Condensation was done by starting with preparing the recording. The researcher recorded the interview process to cover any missing points that were to happen during the interview. The recording then was transcribed to be the written record. Then, the researcher selected the necessary information by summarizing the existing data obtained from the interview. The report outlined previously was interpreted by simplifying the state representing the whole interview's answer.

b. Drawing conclusions and taking action are accomplished by presentation or data display through the presentation of the facts from the interview, starting from looking at the respondents' observations and then analyzing the data. The presentation of qualitative research is conveyed in narrative form. Then, it was combined with coherent words to be easier to understand. In this way, the researcher displayed the data which had been selected in the process of condensation. The data was presented by using a narrative form as understandable as possible.

c. Conclusions and verification are the last activities in qualitative research. The researcher verified the data of the study, both its meaning

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[85] Matthew B, Miles., and A. Michael Huberman. 2005. *Qualitative Data Analysis (terjemahan)*. (Jakarta: UI Press, 2005), 12-14

and its validity. Exactly, having second thoughts by going back to the recording to anticipate any missing. The researcher also looked at the findings from the previous instruments such as questionnaires and observation checklists and fieldnotes. While formulating the meaning, the researcher paid attention to its appropriateness and robustness. The researcher would not collect the information from her own opinions but paid attention to the place while conducting that research.

H. Checking Validity of the Findings

This current study used the triangulation technique to validate the accuracy of the findings. Triangulation is the procedure of bolstering evidence from several sources, such as a principal and a student, categories of data such as observational field notes and interview, or techniques of data collection such as papers and interviews in qualitative research descriptions and topics.[86] This investigation implemented triangulation, which allows the researcher to ask the same questions in the form of an interview with the different participant. Hence, an interview was conducted with the teacher who teaches the class selected previously. Moreover, only the teacher knows well about the students' preferences and how the handouts were used for teaching grammar with/using the inductive approach.

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[86] John W. Creswell. *Educational Research Design: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* 259.

I. Research Stages

In this qualitative research, the research had done some stages for doing the study, and those are as follows:

1. The researcher decided on the topic of interest, found the problems, determined the research questions, and the definition of key terms of the related theory of the issue focused.

2. Before designing the methodology used in this study, the researcher did a preliminary study to know the problem of grammatical learning in the school selected.

3. The researcher established the research methodology used to gather the data and decided on the data source, data collection technique, instruments, and data analysis techniques.

4. Then the researcher decided on the study's subjects and asked permission from the school for conducting research.

5. The researcher began the research by collecting further information through observations by directly going to the classroom to see how the students were using the handouts during grammatical learning material.

6. The researcher shared the Google form of link open-ended questionnaires after conducting the observation. The information was related to the handouts' preferences and students' views about the handouts in the inductive teaching approach implementation.

7. The researcher interviewed the operational teacher to clarify the observations and questionnaire results.

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8. The researcher analyzed the data from the respondent through some possible techniques which have been stated previously.

9. The researcher wrote the findings into the report draft and followed the writing escort set by the department, which consists of some chapters, namely introduction, literature review, methodology, findings and discussion, and conclusion and suggestion.

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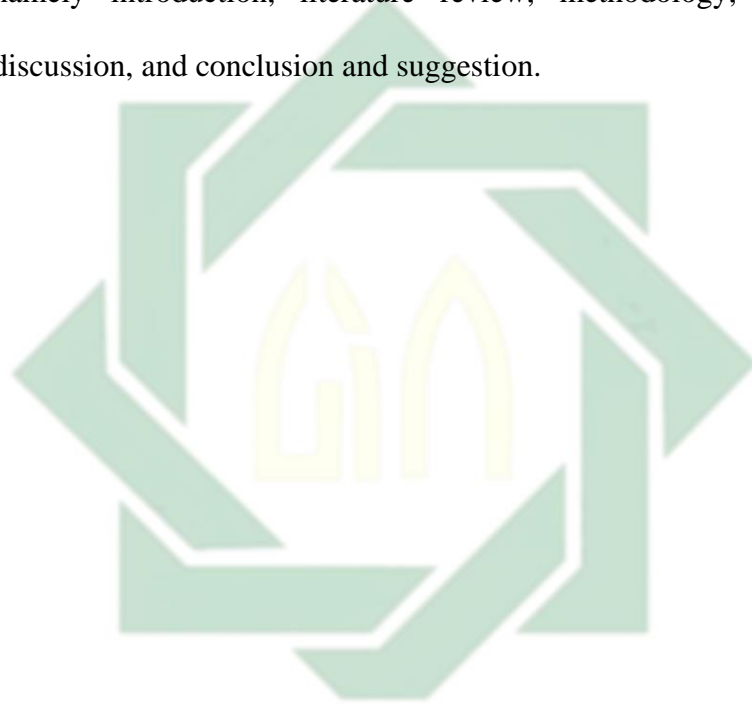
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher outlines the findings and discussion. The data obtained is expected to be able to answer the research questions mentioned in the first chapter. The detailed description of the findings and discussion are presented as follows.

A. FINDINGS

During the beginning of the even semester, these data were collected from 47 participants within three weeks in MAN 1 Lamongan. It was started on the 17th of January 2022 till the 5th of February 2022. The finding is based on the variables stated in the previous chapters, namely the students' handouts type preference in the inductive approach to promote students' grammatical proficiency and the use of the handouts in the inductive approach to promote students' grammatical proficiency in the classroom. The data were collected through open-ended questionnaires link and non-participant observations that were done in two weeks in the selected classes. Firstly, the researcher conducted the observation in two classes selected (XI-MIPA1 and XI-IBB) using the observation checklist and fieldnotes. Secondly, the researcher distributed the open-ended questionnaires link to the students. 47 participants answered the questionnaires. Lastly, the researcher interviewed the teacher who taught the classes selected in order to make sure about the findings which had been gotten through those previous instruments.

1. **The Students' Preference of Handouts in Inductive Teaching Approach to Promote Students' grammatical proficiency**

To know the students' handouts preference in inductive approach implementation to promote their English grammatical proficiency, the researcher used an open-ended questionnaire link that was distributed to the students after conducting the observation. 47 respondents answered the questionnaires. They responded to the questionnaires based on their experiences in the inductive approach implementation. Moreover, the researcher delivered the questions by showing the meaning of the inductive approach to help the students understand the intended questions more easily. The question is related to the transformation of the grammatical patterns in the class's last activity, which is in line with the inductive approach execution. Here is the result of the handouts preference which had been chosen by the respondents:
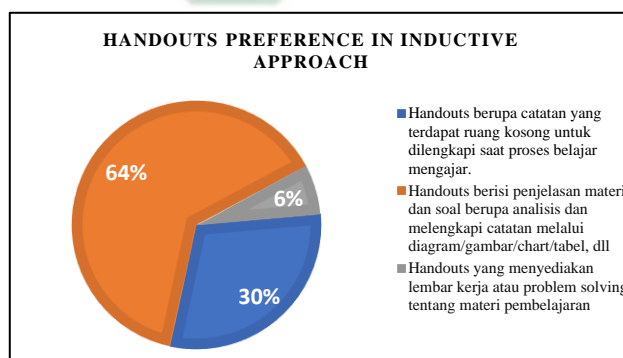

Table 4.1. 1 The result of Students' Handouts preference in the Inductive Approach

Regarding the handouts type, most of the students chose the gapped type which can gain the students' grammatical learning become more active and engaging during the learning process. This type of handouts consists of not only the grammar lessons but also the exercises following

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the lessons which have to be analyzed and completed in form of table, diagram, chart, etc. The students' answer to handouts' preference is based on their learning style. The percentage of the students who selected the gapped type of handouts is 63,8%. However, the students who chose the note type of handouts show 29,8%, which is the second most selected by the students. The note type of handouts consists of grammar lessons and gaps or omissions which have to be filled to be a complete note. In addition, the worksheets type of handouts got a 6,45% percentage. It consists of tasks about some issues in grammar lessons. It means the first place of the most selected handouts is taken by the gapped type, followed by the note type, and the least is the worksheet type of handouts.

These are detailed information that relates to the students' handouts preference in the inductive approach. They are as follows:

a. The Gapped type of Handouts

Based on the data, the gapped type of handouts takes the first most selected handouts in inductive approach implementation. There are 63,8% of students chose the gapped type of handouts as their media to learn grammar using the inductive approach, these handouts consist of not only lesson, but also tasks in the form of table, chart, or diagram which has to be analyzed by the students. The pupils expect learning that makes them easy to understand the grammatical lesson by analyzing the grammatical patterns through the examples delivered in the handouts. In addition, the students hope they will have a long-term

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memory of the grammar lesson if they can find the grammar forms by themselves.

The students added their reason for selecting the gapped type in form of open-ended questionnaires. The students elaborated their responses after they answered the close-ended questionnaires. Their defense can be delegated by one of the student's opinion who selected the gapped type, and it is said that:

"*According to me, gapped type helps us understand the grammatical* lesson. *By completing and analyzing the gap in form of table, chart, or diagram, I will be familiar how to transform the grammatical patterns.*"

Thus, the students selected the gapped type of handouts due to their willingness to understand the grammatical lesson and exercise to transform the grammatical patterns through completing the gaps and analyzing the task. They want to have better learning by not only reading and completing some gaps only but also being active in the classroom by transforming and analyzing the grammatical patterns through the examples given as well as the procedure of the inductive approach implementation.

b. The Note type of Handouts

The note type of handouts is in the second place from the handouts' preference in the inductive approach after the gapped type of handouts. There are 29,8% who chose note type of handouts as their media in grammar learning. The students who preferred this type of handout are the students who want the lessons' notes to be studied.

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This note type of handouts is most preferred by the students in terms of making the students understand the grammar lessons by being given full note handouts by the teacher instead of learning activities as an inductive approach implementation. They prefer to do not do or analyze some questions or gaps in the handouts. The pupils believe that not all students have the same learning style and not all students have the same intelligence level. They said that some of them may be able to quickly answer the questions or analyze the gaps during the learning process, but some others may not. They argued that they can learn better if the teacher provides the notes for their independent study without asking them to analyze the grammar lessons in the form of table, chart, or diagram.

The reason which had been stated by the students in form of open-ended questionnaires can be shown here:

"It is better for us to be given some notes by the teacher and listening to the teacher's explanation so that we do not have to analyze the handouts again. We can read it and understand the grammar lessons using that notes"

Another student added their reason regarding the selection of the note type. It shows that:

"Not all students can analyze the answer in the table or diagram in handouts quickly".

Thus, it could be concluded that the students who chose the note type feel that each student has a different level to follow a class activity. In addition, they also believe that it is better to receive notes from the teacher so that they can use them as lessons for their independent study.

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c. The Worksheets type of handouts

There are a few of the students who chose worksheets type as their media in an inductive approach. This handout type takes at the third place from the students' handout preference. It shows a 6,45% percentage from the result of the questionnaires. The students who selected the gapped type prefer to have tasks or issues since it will make them understand the grammar lessons.

The student's reason in the open-ended questionnaires about the worksheets type handouts preference is shown like this:

"*By answering some tasks or solving the problem, we increase our understanding related to the grammar lessons*"

They do not mention the grammar forms, they only said about the grammar lesson understanding. On the other hand, it is not the answer to the handouts' preference for inductive approach implementation.

Thus, the students who chose the worksheets type of handouts are not aware of the use of handouts in the inductive approach. Their answer referred to their grammar lessons understanding, instead of the type of handouts to learn grammar in the inductive approach as the focus which the researcher examines. However, the students who did not choose the worksheets type of handouts believed that only by giving the task and problem, they will be more bored and unmotivated to study. Most students said, if the teacher only provides the grammar tasks, they will not understand the grammar lessons.

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All in all, the data from the students' questionnaires about the handouts' preference show that the gapped type is more preferred by the students followed by the note type of handouts and worksheets type of handouts since they can understand better and try to analyze and complete gaps so that it will be easier to transform the grammatical rules. Thus, the students believe that they need both notes and tasks with suitable composition during the grammatical learning process. The note can be used for their independent study and tasks to check their understanding and explore their ability in answering and analyzing the tasks.

2. **The Use of Handouts in the Inductive Teaching approach to Promote Students' Grammatical Proficiency**

In this section, the researcher shows the results of the use of the handouts in the Inductive approach implementation. The data was collected through observation and questionnaires. The researcher conducted the observation four times, twice in each class selected: XI-MIPA 1 and XI-IBB. The reason for doing two times observations in each class was to anticipate the probability of different findings that occurred. The grammatical lesson studied during the observation was the passive voice. In the first meeting, the students learned the present passive voice, and they learned the past passive voice in the second meeting for both classes with different schedules.

From the result of the questionnaires, the data about students' experience in transforming the grammatical patterns show that 53,2% of

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students said they are unusual with drawing grammatical rules by themselves, and 46,8% of students said they felt usual with tightening grammatical patterns by themselves. After being confirmed with the teacher during the interview, the teacher said that the classes ever asked to transform the grammatical patterns, but rarely. Therefore, some students are accustomed to transform the grammar patterns by themselves, but others have not been aware of the transformation of grammar patterns.

However, the finding shows different from the students' experience in transforming grammatical patterns. During the observation, the pupils understood the grammar lessons and they could analyze as well as transform the grammar patterns during the class activity. The result of the investigation through observation which had done in the two classes selected can be reported about the use of handouts both for teacher and students. Hence, the result of observation shows handouts can be used in the inductive approach effectively in the inductive approach during grammar learning. The detailed information can be explained as follows:

a. The Use of handouts for Teacher in Inductive approach

The researcher had set some criteria in the observation checklists which focus on how the teacher used handouts during implementing the inductive approach. During the observations, the students studied present passive voice in the first meeting and past passive voice in the second meeting for both two classes. The teacher used the handouts for

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instructing and explaining the lessons, for assessing the students, and also for maintaining classroom interactions.

1) For instructing and explaining the lessons

At the beginning of using handouts in the inductive approach, handouts are not only used as media to explain the grammar lessons but also used for instructing the students towards activities that will be done. The teacher instructed the students by referring to the activity which had been set in handouts. The teacher asked the students by instructing them to do the activities such as reading the lessons in handouts, doing the exercises or tasks, answering the exercises or tasks, transforming the grammar patterns, and concluding the lessons which had been studied.

The teacher asked the students to read the grammar lessons such as the definition and lesson examples at the beginning of the class. Sometimes the teacher asked all students to read the lessons individually. However, in other situations, the teacher asked them to read together with all students in the classroom or even with their friends in line starting from the front line to the last line of seating place. Not only reading, but the teacher also encouraged them to do the tasks in the handouts. In the first and second meetings, the students were given one task, exactly 5 questions in form of filling the blanks of present and past passive voice.

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The transformation of grammar patterns was done by examining the second task, which is the instruction for completing the gaps in the passive voice patterns. The teacher asked the students to do task 2, then gave the students chance to answer it. The students sometimes completed the grammar pattern by reading it in their seating place or by coming in front of the class and writing it down on the whiteboard one by one as the delegation. The last instruction is still related to the transforming grammar patterns. Hence, the teacher guided the students to conclude the lesson learned and also conclude the grammar forms that had been answered in the task activity.

The following point is related to the way the teacher explained the grammar lessons. The explanation in the handouts referred to present and past passive voice, exactly the definition, and also the lessons examples. The teacher provided the examples in handouts by setting different colors between subject, verb, and object of grammar sentences so that the students were more aware and easier to transform the grammar patterns. As well as the result from the interview, the teacher said that the students were given more attractive handouts, exactly by designing them adjusted to the students' characteristics and adjusted from the basic competencies.

The questionnaires result show that the students would understand the grammatical lesson more through the given examples at the beginning of the lesson and transform the grammatical patterns

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at the end of the class. There are 72,3% who agree about that sentence. That result is supported by one of the students' responses:

"By knowing the example of the lesson, it will make us understand the lesson, and then we will be easier to transform the grammatical patterns."

In addition, one new fact happened during the observations, the teacher explained the lesson about the present and past tense as the basis for explaining the lessons. The criterion itself was not included by the researcher in the instruments. Therefore, it is set as the handouts unrelated to classroom activity.

2) For assessing the students

The meaning of assessing in this section means the teacher gave the students the task to assess the students' understanding by using handouts in the inductive approach. As has been stated in the previous section, the teacher provided some exercises for students about the present and past passive voice. It is in accordance with the teacher's statement in the interview:

"The students preferred handouts blended between the material and exercises/tasks. If they are given handouts full of the material only or full of the exercise/tasks only, they will be bored"

Hence, there were 2 exercises or tasks set in handouts, which were filling in the blanks and drawing the grammar patterns related to the lessons. The way the teacher assessed the students were by examining their activity to come forward answering the tasks and also by instructing them to submit their tasks' answer. In addition, instead of

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asking the students to submit it online, the teacher only asked them to collect the answer sheets. Then, the students and teacher corrected that work together so that they can study their mistakes in answering those tasks. Hence, the students only needed to collect their answer sheets, then their scores were taken from the handouts. However, in not all meetings the teacher takes the students' scores. In this observation, the teacher only used the second meeting for scoring the students' work.

3) For maintaining the classroom interactions

This section is not the explicit activities that were done in the classroom observations. The researcher looked how the interactions between students-teacher and students-student. There are some criteria which include in the classroom interactions section, such as the teacher answering students' questions whether related or unrelated to the lessons, discussing the lessons together, and interacting between one student and another. In detail, the students initially asked the questions to the teacher as long as they need to ask. They would not hesitate to ask questions related to the grammar lessons if they had not understood the focused study. There were no boundaries between the student's and teacher's interactions. The students actively answered the teacher's questions when they were asked about their conditions and asked about their experiences that were unrelated to the classroom activity. However, in XI-MIA 1, they had already understood the material well so that they only focus to complete the handouts related to the tasks

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given without actively asking the teachers related to the lessons. As well as in XI-IBB (first meeting), they did not ask any questions related to understanding lessons, they could understand the teacher's explanation well. Then, in the second meeting, the students had a little difficulty understanding the grammar lessons so that some students asked the teacher to explain the lessons more.

The discussion related to lessons shows great interactions between students-teacher. When the teacher explained the lessons, then they are asked some questions to measure their understanding, and they actively answer them correctly. The teacher often guided them to be active during learning grammar by drilling them to exercise pronunciation and translate the vocabulary provided in handouts. They did not hesitate to share their feelings with their friends. Moreover, sometimes the teacher and students made jokes and did a game to reduce the pressure that cause stress during the learning process. Hence, they were still enjoying the class till the end of the class. The teacher's view of the interaction between the students and teachers as well as the students-students during the use of handouts in the inductive approach, the statement is:

"I can see the increasing interactions between the teacher and students and the students-students while using handouts. The students and teacher interacted appropriately. If the teacher asked, then the students actively answered the question. In addition, the teacher also directly helps the students when they have problems face to face when they use handouts and implement the inductive approach"

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Thus, even though the interactions were limited due to the covid-19 era. The teacher still allowed the students to discuss the lessons or exercises in pairs with their friends sitting next to them in order to help them deal with the problems in learning and the problem in doing the tasks. In another situation, the teacher frequently gave the students chance to raise their hands or to come forward to answer the questions, and to draw the grammar patterns. At the end of the section, the teacher initially guided them to conclude the lessons learned together. All the students actively follow the teacher and conclude the lessons related to the lessons learned.

b. The Use of Handouts for Students in the Inductive Approach

Some points were delivered in the observation checklists to investigate how students use handouts in the inductive approach during grammatical learning. The points are related to how students use handouts for studying and understanding grammar lessons, for transforming grammar patterns, and for exercising the lessons. They are described as follows:

1) For studying and understanding the grammar lessons

The handouts are used for studying grammar in an inductive approach by reading and paying attention to the teacher's explanations. The students read the handouts before and after they are instructed to read. It means that before the teacher asked them to read the handouts, most students initially read the handouts and recognized what activities

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they will do later. When they read handouts, then they tried to understand and discuss the handouts individually with their friends next to them. In XI-MIA 1, most students read and develop their understanding individually through reading the handouts given. They read the definition and examples of both present and past passive voice in handouts. As stated previously, the examples of lesson examples were given different colors between subject, verb, and object so that the students were easy to understand the passive voice lessons.

However, in XI-IBB some students read the handouts individually after it was shared and tried to read and understand the lessons given, but some others did not. Hence, there is a little different behavior between those classes, but it still can be knowledgeable. The same concentration between those two classes during the teacher explained the grammar lessons, they actively tried to understand the lessons learned by asking the teacher or their friends to deal with the problems they faced. Hence, both classes have the same enthusiasm to study, although they sometimes struggle. The result of open-ended questionnaires shows that the students agree that the handouts in an inductive approach make them more motivated to understand the material since it makes them more active to study. There are 78,7% agree, while the other exactly 21,3% did not agree. The students also delivered the reason:

"*Because the grammatical lesson provided is more interactive and not just listening to the teacher's explanation.*"

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In addition, the students' understanding could be strengthened by looking at how they tried to correlate the grammar lessons to their real conversations during the learning process by having small talk with their friends.

2) For transforming grammar patterns

By doing the second task in each meeting, the result of observations shows that the students are capable of transforming grammar patterns by themselves as the activity promoted by the inductive approach. Some tenses, such as simple tense, continuous tense, and future tense in task 2 were provided in which the subject, verb, and complement were still empty. Then, the students were allowed to try drawing the patterns individually during the learning process. Students drew the grammar patterns of both present and past passive voices individually and showed their answers to the teacher. The students' way of transforming or drawing the grammar patterns was by looking at the examples given in the handouts. They tried to arrange and identify the patterns of the examples, then the pupils initially drew them to the place provided.

By drafting the sentence patterns through the examples given, the students stated they have long-term memory since they draw the patterns by themselves. It shows that 74,5% chose "Yes" and the students who chose "No" are about 25,5%. That result is supported by one of the students' responses:

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"*By transforming the patterns by ourselves, it will make us more adhere, so that we will understand the lesson in long-term.*"

No hesitation could be seen from the students during correcting and discussing the answer of pattern transformations. The sentence patterns themselves were analyzed then together with all students and teacher.

3) For exercising the lessons

Handouts in the inductive approach were used by the students to do lesson exercises by completing gaps in handouts during the learning process. The students were challenged by doing one task before transforming grammar patterns, exactly filling the blank which consisted of 5 questions in each meeting. In the first meeting, the students filled in the blank about present passive voice and classified the tenses of each question. However, in the second meeting, the students were only asked to fill the blank to 5 questions which all were labeled with the tenses' classifications. It was for anticipating the students that it may be difficult to answer the task because the present and passive voices have different levels of difficulty.

The result from the questionnaires supports this finding. The students stated that by doing exercises, they will be more active in the classroom. The percentage shows that 76,6% of students agree, and the others did not agree. One of the students' responses delivered their reason:

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"*By answering the questions in the handouts, we will indirectly be active.*"

Exercising the lessons makes the students more engaging, and they will be more aware and more familiar with the grammar lessons they learn. By exercising the grammar lessons frequently, they will recognize the grammar focused-study and be accustomed to the problem related to the lessons that may be faced later.

To sum up, the use of handouts in the inductive approach helps not only for the students but also for the teacher. As the media in teaching, the teacher used the handouts as teaching material which is used for instructing through some stages delivered in the handouts and for explaining the lessons through the lessons written in the handouts. Then, handouts are also used by the teacher to assess the students in order to measure their understanding of the lessons. Additionally, the handouts were also used for increasing good interaction that affects the students' engagement in grammar learning.

The students used handouts in the inductive approach for understanding and learning the lessons that can stimulate reading activity (the writing of definitions and examples), for transforming the grammar patterns in the last activity as the inductive approach procedure, and for exercising themselves on some tasks given inside. As well as the teacher said about the use of the inductive approach:

"They could make or transform the grammatical patterns of Passive Voice correctly based on the exercises and tasks or examples in the handouts which have been read."

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Besides the result from observation and questionnaires, the researcher will show the teacher's opinion towards using the handouts in an inductive approach. The teacher said during the interview that:

"*The use of the handouts as media in inductive approach which we have practiced two times in each class is suitable for the students. I have studied this concern in university, but I have not ever mixed between the inductive and the handouts at one time. I will use this approach in some other classes with the same* lesson*s later.*"

All in all, the teacher often uses handouts and the inductive approach in their classes. However, the teacher has not tried to mix those two concerns at one time. The teacher is aware that mixing the handouts media and the inductive approach is suitable. Therefore, some classes would be taught as the same classes observed.

B. DISCUSSION

This discussion session will describe the findings written in the previous subchapter by reflecting on the existing theory. Two concerns will be discussed in this session. They are related to the handouts' preference in implementing the inductive teaching approach to promote students' grammatical proficiency and the use of handouts in the inductive approach.

1. The Students' Preference of Handouts in Inductive Approach to Promote Students' grammatical proficiency

Table 4.2. 1 The number of students who chose their handouts preference

Type of handouts	Handouts Preference
Note type	14 respondents
Gapped type	30 respondents

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Worksheets type	3 respondents
Total	47 respondents

The students of senior high school at MAN 1 Lamongan had decided on their preference for handouts to be used in the inductive approach. They preferred the gapped type of handouts which consist of not only the note of the lessons but also analyzing and completing tasks or exercises. 47 students answered the questionnaires, 30 of them preferred the gaped type, 14 of them preferred the note type, and 3 students chose the type of worksheet. The gapped type of handouts leaves sentence gaps, and students have to fill in the keywords during the learning process.[87] The students' choice is based on their willingness to study actively and express their thoughts during their grammatical learning process. They agreed that analyzing and completing any gaps during the grammar lesson motivates and engages them to study. Moreover, they desire to challenge themselves to analyze and complete the gaps, so that their grammatical understanding will be long-term used. As well as the study conducted by Gerald Munyoro in 2016 about the handouts' preference in the higher education level. The findings show that the students preferred to have active learning, instead of only relying on them to attend the class without doing active learning. That is strictly by encouraging them to complete and insert any missing information by analyzing it in the form of the task in the gapped type of

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[87] Bligh, "What's the Use of lectures?"… 138

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handouts.[88] It is shown that students who choose this type of handout expect to not only read the handouts but also participate in the learning process, instead of only being passive learners. According to Race, handouts provide more information for students, they will also be able to demonstrate the lessons during the class and bring it through the learning process to clarify what they should cover.[89] Moreover, the result of the handouts' preference for the inductive approach is supported by the finding from Lydia's research about students' perception of learning grammar inductively. The inductive approach will challenge the students to be more productive and create more engaging learning situations.[90] In addition, Nunan suggests that inductive teaching incriminates a process in which students follow the teacher's examples to independently discover the grammatical rules.[91] The inductive teaching approach derives from the students being given examples of sentences at the beginning of the lessons. Later at the end of the class, they are initially asked to find the grammatical rules through the examples given.[92] It can be said that learning grammar by implementing the inductive approach should be more motivated learning since they have to find the grammar patterns by themselves individually.

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[88] Gerald Munyoro "An Evaluation of the Effectiveness of Handouts in Enhancing Teaching and Learning in Higher Education", 1-19.

[89] P Race, *Lecturer's Toolkit: Learning, Teaching and Assessment* (London: Kogan Page Limited, 2001), 110.

[90] Lydia N.D. Students' Perceptions toward Inductive Approach in Learning Grammar", … 17.

[91] David Nunan, *Practicing English Language Teaching: Grammar.* (Singapore: The McGraw Hill Company, 2005), 15.

[92] S Thornbury, *How to Teach Grammar*. 49.

Furthermore, the students agree that they need handouts that consist of both lesson explanations and exercises to complete gaps. This characteristic is suitable for the gapped type, which asks the students to study by completing gaps during the learning process.[93] One purpose of the inductive approach is to ask the students to learn by boosting their knowledge rather than only paying attention to the teacher's explanation.[94] In Bligh's book, Hartley used a sentence completion technique, and he found that students' thoughts on those particular facts benefit.[95] One purpose of the inductive approach is to ask the students to learn by boosting their knowledge rather than only paying attention to the teacher's explanation.[96]

The second handout that is most preferred by the students is the note type. These handouts consist of some notes of grammar lessons without asking the students to analyze the lessons handouts, they only complete the notes by following the teacher during the classroom. The students consider that not all of them are quick learners. Those who chose the note type of handouts believe that handouts consisting of notes of the grammar lessons make them easier to study and easier to understand the material through reading the handouts. This is in line with Prastowo, who said that

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[93] Bligh, "What's the Use of lectures?"… 138

[94] H.D. Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed). 2001. 365

[95] Bligh, "What's the Use of lectures?"… 138

[96] H.D. Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed). 2001. 365

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the use of handouts is to help students not have to take a note, it has been shaped as reference lessons for the learners and motivates them to learn hardly.[97] Meanwhile, the handouts which consist of the notes that encouraged them to complete during the learning process will make them difficult. They were aware that some of them may be not as fast as other students in answering or analyzing the questions which will affect their understanding of the lessons taught.

The students said that they prefer using handouts in their grammar learning since handouts can help them easier to understand the grammar lessons as well. From those 3 types of handouts, exactly the gapped type, the note type, and the worksheet type, the students did not state that they dislike one of the handouts types. Each student had decided their handouts preference. Indeed, there is one type of handout that was rarely chosen by the students, namely the worksheets type. This handout only consists of tasks or problems that the students should fix during the learning process. They stated that only doing worksheets or tasks makes them feel bored. Pupils might become bored when forced to complete difficult assignments or when they are under pressure. More specifically, mental effort is expended on monotonous tasks that children find troubling, which is another cause of boredom.[98] It is in line with the attentional theory of

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[97] Sri Adelila Sari, et. Al., "The Development of Handouts Based on Guided Note Taking to Improve the Quality of Analytical Chemistry Learning"…722.
[98] Hill, A. B., & Perkins, R. E. "Towards a model of boredom. British Journal of Psychology" Vol. 76 No.2, 1985. 235-240.

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boredom proneness, boredom is brought on by a lack of attention, which is linked to an individual's specific capability for gaining and maintaining attentional control. If a task does not promote sustained attention, it lacks its purpose, and the student's interest and motivation decrease, thus causing a negative emotion of boredom to occur.[99] However, some students still chose the worksheets type because it fits with their characteristics and conditions in learning grammar. Thus, it can be concluded that students like learning grammar by using handouts, but they have already selected the best type of handouts that is suitable for them to be used in grammatical learning based on their learning style. According to educational experts, every individual has a different learning style.[100] In this case, by being aware of their learning preferences, the students may promote their academic performance by encouraging self-awareness and the usage of teaching styles that suit students' needs.[101]

2. The Use of Handouts in the Inductive Approach to Promote Students' Grammatical Proficiency

Only knowing the type of handouts preferred by the students of MAN 1 Lamongan is righteously not enough. The consideration of how it is used

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[99] Le Pera, N "Relationship between boredom propones, mindfulness, anxiety, depression and substance use". *The New Psychology Bulleting*. Vol.8 No.2, 2011.15-20

[100] Murphy RJ, Gray SA, Straja SR, Bogert MC. "Student learning preferences and teaching implications" *J Dental Educ* 2004;68:8 59-66.

[101] Tanner K, Allen D. "Approaches to biology teaching and learning: learning styles and the problem of instructional selection–engaging all students in science courses". *Cell Biol Educ*, 2004;3:197-201.

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to promote their grammatical proficiency also has to be discussed. With some related expert theories that can support the findings. The discussion related to the result from the observations shows these findings as follows:

Table 4.2. 2 The use of handouts in the Inductive Approach

	The Use of Handouts in inductive approach
Teacher used handouts	For instructing and explaining the grammar lessons
	For assessing the students
	For maintaining classroom interactions
Students used handouts	For understanding grammar lessons
	For transforming the grammar lessons
	For exercising the grammar lessons

As stated in the findings from the result of the observation, the handouts used in the inductive approach can be classified for students and teacher. Handouts were used by the teacher for instructing the activity or explaining the grammatical lessons, for assessing the students, and for maintaining classroom interactions.

The way the teacher defines the class to be instructed during the grammar learning process helps the students to know what activity they will do and what objectives they will achieve from the lessons. It is in accordance with Bligh's theory about the purpose of handouts. The handouts help the students will learn optimally if they know what objectives they will achieve.[102] The inductive teaching approach procedure makes the students being provided with sentence examples at the

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[102] D A Bligh, *What's the Use of Lectures?* … 139-143

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beginning of the lessons. Later at the end of the class, they are initially asked to find the grammatical rules through the examples given.[103] The additional suggestion comes from Nunan's theory related to the procedure of inductive teaching, it incriminates a process in which students follow the teacher's examples to independently discover the grammatical rules.[104] Therefore, although students are forced to find the grammar patterns by themselves, they still need the teacher's explanation or guidance to understand the lessons. The teacher has to facilitate and help the students by preparing their needs to discuss and establish the purpose of the study.[105] In helping the students draw the grammar patterns, the teacher developed handouts that are attractive by giving the different colors between S, V, and O of the verb. According to Azhar Aryad, one of the handouts' components is attractiveness, by paying attention to those concerns in developing the handouts, the teacher may help pupils to understand the grammar.[106]

Furthermore, the teacher used handouts in the inductive approach during the observation for assessing the pupils. By assessing the students, the teacher could make sure whether they have understood the grammar lessons or not so that the teacher may check their learning outcomes through the exercises or assessment. Handouts can check the students'

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[103] S Thornbury, *How to Teach Grammar*. 49.
[104] David Nunan, *Practicing English Language Teaching: Grammar ...* 15.
[105] Ibid
[106] Azhar Arsyad, *Media Pembelajaran …* 88-90.

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learning outcomes. Some exercises provided by the teacher can measure students' understanding by looking at the students' answers on it.[107]

In addition, classroom interactions are the crucial thing that must be occurred well during the learning activity. Not only between the students-teacher, but also between the students-student. The teacher tried to maintain the classroom interactions by asking and answering activities, doing games, and helping them when they faced problems so that the learning process ran well. Good interactions between the students and teacher will be much more beneficial to increase students' motivation and interests during the learning process.[108] Between students-students and student-teachers, they communicated well; they shared their thoughts and solved the learning problems together. The teacher never neglected the students' boredom. An interactive game would be carried out to increase their motivation as long as the students were tired during the learning process. Therefore, motivation is significant in the learning process. It is essential to maintain exemplary communication to gain a positive and successful lesson.[109] It is crucial to have a better rapport in the EFL classroom during grammatical learning. When they are motivated accidentally, they will practice the best thing for their study.[110] In addition,

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[107] Martin Widadi … 24

[108] H. Bouras & S. Keskes. *Teacher-Learner Rapport Impact on EFL Learners' Motivation.* In the International Conference on Social Science and Humanities. (Istanbul: Turkey. 2014)

[109] R. Barmaki. *Nonverbal Communication and Teaching Performance.* Proceedings of the 7th International Conference on Educational Data Mining (EDM). 2014. 441-443

[110] K. Paterson. *55 Teaching Dilemmas: Ten Powerful Solutions to Almost Any Classroom Challenge*. Ontario: Pembroke Publishers. 2005.

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besides the student-teacher interactions, the researcher also found that student-student interaction also intensively occurred well. They discussed the grammatical lesson and tasks given in pairs with their friends. Pair discussion allows the students to interact independently without the teacher's guidance to deal with their problems.[111]

This section discusses the way the students used handouts in the inductive approach during the learning process. The handouts were used for understanding the grammar lessons, transforming the grammar patterns as well as the procedure of the inductive approach, and for exercising themselves in learning grammar.

The students are motivated to try to understand the grammar lessons by reading the handouts after it was shared. They are active and engaged by reading the definition and examples of grammar lessons. it is one line with the characteristic of the inductive approach that challenges the students to be more productive and create more engaging learning situations.[112] Reading also helps them recognizing the lessons learned, it is proved that handouts accidentally encourage the students' motivation to read as well as Bligh's statement about the handouts can stimulate the students to read and stimulate their thoughts.[113]

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[111] Jeremy Harmer, *The Practice of English Language Teaching* 3rd Edition. Cambridge: Pearson Longman, 2017. 116

[112] Lydia N.D. Skripsi: Students' Perceptions toward Inductive Approach in Learning Grammar", (Satya Wacana Christian University: Salatiga). 2015. 17.

[113] Bligh, "What's the Use of lectures?"… 142

During the learning process in the inductive approach implementation, the students were encouraged to transform or draw the grammar patterns by themselves after being given some examples at the beginning of the lessons. They completed the gaps in the handouts by drafting the grammar patterns in task 2 provided in form of tables. One believes that the inductive approach makes the students aware of the grammatical patterns by analyzing its example in context.[114] The students fill the gaps in the handouts by inserting miss grammatical patterns inside the table given by the teacher.[115] Z Ke also shows steps in the inductive approach, the students are given some examples, then they are requested to review and evaluate the grammatical structures in fresh sentences relating to the same English grammar topic.[116]

Additionally, the students also used the handouts for exercising themselves to understand the grammar lessons. By doing some exercises, the students will be more motivated and engaged to study, since they have their own responsibility to complete the tasks. According to Bligh, the handouts that consist of questions, tests, or problems help stimulate students' thoughts as long as they can answer and actively discuss the concern.[117] students have to explore themselves to be more critical during the learning process by doing exercises and tasks, as well as solving theoretical problems.

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[114] J.L Shrum & E.W Glisan. "Teacher's Handbook Contextualized Language Instruction"
[115] D.A Bligh, "What's the Use of Lectures?", 138
[116] Z Ke, *An Inductive Approach to English Grammar Teaching* … 16.
[117] Bligh, "What's the Use of lectures?"… 141

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CHAPTER V
CONCLUSION AND SUGGESTION

This chapter conveys the conclusion to the reader and suggestions for the research's results to future researchers. They pay attention to this topic, precisely the handout type and the use of handouts in an inductive approach to promoting students' grammatical proficiency.

A. CONCLUSION

The researcher explains two main points which could be concluded related to these research findings. They are delivered as follows:

1. Some questions were carried out in the questionnaires related to the handouts type regarding the use of handouts as media in an inductive approach to promote students' grammatical proficiency. The handouts preference in the inductive approach implementation to promote students' grammatical proficiency at MAN 1 Lamongan were typically well-selected through the data obtained from the questionnaires. As the central aspect of the first number of the research question, the type of handouts that correspond to the implementation of the inductive approach is the gapped type. The second handout that is most chosen is the note type since the students stated that these handouts will help them to understand the lessons through the distribution of grammar lessons. The gapped type is the least preferred due to their judgment that this handouts type makes them bored to only do the tasks. Thus, it was stated that the gapped type is appropriate since they can challenge themselves to reach the active situation learning

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process which is also in accordance with the characteristic of the inductive approach.

2. Some aspects were carried out during the observation regarding the use of handouts as media in an inductive approach to promote students' grammatical proficiency. Handouts were used both by the teacher and the students. The handouts helped the teacher to instruct and explain the lessons, to give the students assessment or tasks in order to check their understanding and learning outcomes, and to maintain a great rapport or interactions between the students-teacher as well as between the students-student. The handouts also helped the students to understand the grammar lessons by actively reading the lessons, to transform the grammar patterns as well as the procedure of the inductive teaching approach, the handouts helped the pupils to get exercises or tasks which will stimulate the pupils to be active in the grammatical learning process as well as the inductive approach procedure.

B. SUGGESTION

Based on the conclusion and the limitations of this study. The researcher suggests for the students of MAN 1 Lamongan and future researchers. They are described as follows:

1. For a teacher who teaches grammatical lessons, the teacher should explore the use of handouts to teach other English features, such as vocabulary, pronunciation, or its function. Hence, the teacher may use the handouts by correlating between features of vocabulary and pronunciation. The teacher

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may insert the vocabularies with phonetic symbols, and then those could be set as specific notes, gaps, or worksheets. Furthermore, those handouts are integrated with digital media and give links that can access the video or audio to pronounce words correctly. As time goes by, the teacher might set some tasks online using digital platforms.

2. For future researchers, it is advisable to explore other media and other approaches in the grammatical classroom. Firstly, future researchers may investigate the implementation of the Inductive approach while using different media, such as comics, pictures, YouTube videos, and others. Secondly, besides the inductive approach, the deductive approach may have beneficial effects in such situations. Those who find students who are basically and frequently taught deductively by their teacher may be investigated by focusing on students' handouts preference in deductive approach implementation.

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