STUDENTS’ PERCEPTIONS TOWARD INDUCTIVE APPROACH IN LEARNING GRAMMAR

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Submitted in Partial Fulfilment
of the Requirement of the Degree of
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Abstract
Inductive approach is an approach to learn something from analyzing and observing the authentic materials and then come up into a conclusion about the result of the learning through analyzing the materials. This study aimed to examine students’ perception on the use of inductive approach in grammar learning. The study was conducted in Satya Wacana Christian junior high school in Salatiga, Central Java, with seventy students of eight-grader participants. This qualitative study used 10 close-ended questions and 5 open-ended questions questionnaires to collect the data. The data was analyzed into percentages of the answers and discussion on the students’ answers on open-ended questions. This study found that the students have positive perceptions toward inductive approach in learning grammar such as; students can use their analytical thinking to discover specific rules of grammar, and actively participate in class discussion. This study suggests teacher is the person who sets the learning situation in classroom and also in preparing materials and inputs to be observed and analyzed by students in their inductive learning process.

Key words: Inductive approach, grammar learning, perception, junior high school.

1. INTRODUCTION

“Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.” (Ur, 1998, p. 4).

Sometimes learning English grammar as a foreign language makes people worry and bored, especially for young learners (Larsen-Freeman 1997). However, grammar is an important part in English language, moreover in language learning. Understanding grammar is a requirement. Although there are several methods or approaches used by teacher to teach grammar to students. The improvement of the learning style does not mean that the students can
automatically acquire the language; even they put more attention on the grammar rather than on the information that they want to deliver in speaking (Zhou 2008).

There are also several studies conducted to examine the methods used to teach grammar to young learners, even though the results are not clear enough whether the method can be used in all aspects of English language learning or just in several aspect of it. The research conducted for students in Jordanian University (Mohammed 2008). The participants were ninety-three freshmen and junior university students, which were randomly chosen from three classes in two universities in Jordan. The method used was experiment. The researchers conducted a pre-test in two lessons for each group in the three classes and a post-test. This research was conducted to examine if learning grammar descriptively or inductively can enhance students’ grade in learning the active and passive voice of English. It is in line with Henry (2010) who reported that students in Hong Kong thought that inductive approach was effective to be used in language learning; the research was conducted within six secondary students using experiment and interview. Yet, the research about the use of inductive approach in learning grammar is very little; there are some researches like were stated above about the part of pattern in English language.

Although the previous findings have generally confirmed that inductive approach have a consistent effect for the students’ learning, what is lacking is the students’ perception itself toward the inductive approach in grammar learning. Because the subject of learning is the students, so the teachers need to understand the students’ perceptions in order to make a good atmosphere of learning. It means that when the students like the method used by the teacher to teach the materials they will be more enthusiastic and active involved in learning process. This research also can help the teacher to conduct an effective teaching by knowing students’ perception toward a certain approach, in this case is inductive approach. According to Chomsky
inductive approach can make the students consciously internalize the grammatical matters that they learned unconsciously. It means that the students make an intellectual movement to a greater degree of cognitive penetration (Thornbury 2000).

The present study was designed to contribute to previous findings by investigating eight-grader junior high school students’ perception toward learning grammar inductively. This study was conducted in Satya Wacana junior high school. There are around 75 students of eight-graders in it. The previous curriculum applied in Indonesia education filed, curriculum 2013, made the students experienced the inductive learning style. This curriculum used scientific approach instruction in learning process, which means the students need to analyze the materials of the learning before the find the point of the learning. In order to make students’ improvement in English language learning, the teacher can use methods which help the students to understand the material easily, even can make them interested and motivated in learning English. So the learning process will be more effective.

2. LITERATURE REVIEW

2.1 Perception

The term of perception can be defined into various definitions. Randolph Blake (2006) stated that “perception puts us in contact with the world we live in it shapes our knowledge of that world, and knowledge is power” (p.1). From the book of perception, the definition of perception itself is a natural process of our body, “to be perceived, any information about events in the world must be registered by the sensory nervous system” (p.2). Perception is a development of human in sensing to make an impression toward the experience from the environment (Lindsay & Norman 1977). It means that everyone is influenced by the stimulus
around us which is in line with a statement that stated “... the person interprets the stimuli into something meaningful to him or her based on prior experiences” (Pickens, 2005, p. 52). Thus, from those definitions of perception the researcher takes one line which is helpful to examine this study which is about students’ thought about their experience in learning grammar using inductive approach.

2.2 Inductive Approach

Inductive approach is common in teaching learning strategies, but there are only few experts mention or define the term inductive approach. Thus, the inductive approach will be defined and explored to give deeper understanding, in order to address the research questions about the inductive approach itself. Here are some questions that can lead to the further explanation about inductive approach.

2.2.1 What is inductive approach?

Inductive approach is an approach of teaching where students are involved in the process of finding the core or the idea of a lesson. Students can discover the idea of a lesson by analyzing the exposure of the examples given by the teacher themselves (Thornbury 2000). In language learning, students learn “… simply through exposure to a massive amount of input.” (Thornbury, 2000, P.49). In other word this approach is called “rule-discovery” (Thombury, 1999, p. 49). It means that the learning situation will be driven to discover the rules through the examples or inputs given by teacher for students to analyze and learn.
2.2.2 What are the characteristic of inductive approach?

According to Prince & Fleder (2006) there are some characteristics of inductive approach, those are:

a. Constructivism

According to Prince & Fleder (2006) the first foundation of inductive method is constructivism. The teacher takes role as the knowledge transferer to the learners and the learners take role as the receiver of the knowledge. So, the learners develop and change the concept of the knowledge in their mind, because the constructivism holds that there is an objective reality.

b. Learning cycle-based instruction

Learning cycle-based instruction provides students with a set step of activities that involves students’ critical thinking and use problem-solving approach (Prince & Fleder, 2006).

2.2.3 How does it work?

According to Prince and Fleder (2006) there are five steps in learning using inductive approach. The steps are: 1) Students are given with cases, problems, or scenario and etc. 2) Students make a prediction from their background knowledge and relate it with the context of the problem. After that they have to formulate the solution to solve the problem. 3) The teacher can provide students with pictures, videos, or any other AVA in order to help the students in finding clues to solve the problem. 4) Then, asks the students to do activities such as discussion to help them to review what they have learned and what they need to learn more. 5) Finally, the teacher
can show one model of solution or the students are asked to present their finding or their possible solution to solve the problem given. In simpler way, this approach works from the exposure of inputs. Then, the students analyze the inputs to have the point of the learning. At last, the teacher gives reinforcement and explanation toward students’ analysis, so that students have correct understanding about the point of learning.

2.2.4 What are students and teachers role in inductive learning approach?

According to Nunan (2005) the role of students in this kind of learning are to be active participants in teaching and learning process, because students should make a prediction toward the learning point, solve the problem or analyze the cases of examples and discover the point of learning themselves. The role of the teacher, on the other hand, “… presents samples of language…” (Nunan, 2005, p. 15), but not only to provide examples, the teacher also should lead and engage students in class discussion (Nunan, 2005). At last, the teacher also redirects the students’ incorrect analysis and give reinforcement more on it at the end of lesson. So, students will internalize the learning point better after they have their own finding.

2.2.5 What kind of students’ level which can learn using inductive approach?

According to Wang (2012) using this approach in learning students need background knowledge to learn, because they need to use their critical thinking and to analyze the inputs. In other words, students in beginner level might encounter many difficulties in the learning process. Thus, this learning approach is suitable for intermediate level of students. However, the beginner students also can learn using inductive approach. It is supported by Wang (2002), who stated that the beginner students also improved significantly especially in easy pattern.
2.2.6 What are the advantages of inductive approach in grammar learning?

According to Thornbury (2000), inductive approach has some advantages for the students in using this approach to learn grammar, those are:

a. The students can discover the rule of the language by themselves. This means, that they also use the critical thinking to discover the rules from the input. In this process of critical thinking they also involve their mental process to make the material of learning become meaningful and memorable for them.

b. The involvement of mental process in order to internalize the learning materials and what they have discovered, will make them remember the rules of the language better rather than if they receive the pattern only just from the teacher.

c. Involve students to be more active in teaching and learning process. By giving problems or cases for the learners the students become more motivated in learning the language and to solve the problem given. So by doing so the learners will be more attentive in the learning process. It is also supported by Wang (2012) in his research about teaching and learning verbs tenses. He stated that inductive approach improve students’ motivation in learning L2.

d. The problem given, challenged students and set them in problem-solving situation. Nunan also agreed this statement by conforming that by attract the students to engage in discussion and decision-making the students will enhance students in practicing a range of structure. Thornbury (2000) also added that by the problem given students will have an impression, and ability to use the rules.
However, this approach can burden both students and teachers in discovering the lesson and also in preparing the lesson, because from the examples students should analyze and use their own thoughts or background knowledge to analyze examples. Teacher also should prepare the materials and guide students in finding the point of learning. Moreover, this approach also need a lot of time and energy spent in identifying the pattern and the rules “...may mislead students into believing that rules are the objective of language learning, rather than a means” (Thornbury, 1999, p.54) and also this approach needs some times which are used to analyze the problems or examples, so the time for practice is shorter. On the other hand, this approach also can help students to understand the point of learning better, because they can discover the lesson by themselves, and reinforced by the teacher to have a correct point of learning.

3. METHODOLOGY

3.1 Context of the study

This study was conducted at Satya Wacana Christian Junior-High School, to the eighth graders, because this school is near the campus and easy to be accessed, and moreover they have applied curriculum 2013 in their teaching and learning. Curriculum 2013 used scientific approach in teaching and learning, scientific approach using inductive as the instruction. In inductive approach there are several phases in learning process. Those phases are observing, questioning, experimenting, associating, and communicating. It means that the school has been using inductive approach in teaching and learning English.

3.2 Participants

The participants were eight-graders of Satya Wacana Junior High School, because many of them understand better about inductive approach and better in English than seven graders.
There are three classes and each of those has around twenty-five students. In total this grade has around seventy-five students. All the students of eight-graders in this school were experiencing inductive approach in learning grammar. So, they can be better to share their experience for my research. However, there are only seventy participants who are submitting the questionnaire.

3.3 Instrument of data collection

The questionnaire contains ten close-ended questions and five open-ended questions. The questions are based on the advantages (Thornbury 2000) and the characteristics of inductive approach (Prince & Fleder 2006). In the close ended questionnaire there are four main focuses in the ten items of questionnaire. Those statements indicate that inductive approach are triggering students’ critical thinking to discover the lesson, involving students’ mental process in internalizing the learning point, activating students’ participation in teaching and learning, and challenging students to grammar using inductive approach.

There were 70 participants that responding the questionnaires which were made into Bahasa Indonesia so that they could understand better and fill out the questions properly. For the open-ended questions the researcher decided to make the answers of the students to strengthening the finding in close-ended part. It makes the statement clear and understandable. After the data collection, responses to several questions had to be omitted because the questions were biased, with this problem tackled, however the validity of the data for this present study had been ensured. So, finally there are only six close-ended questions used, those are questions number 1, 3, 4, 5, 8, and 10. For the open-ended questions there are two questions used, which are questions number 3 and 4.
3.4 Data collection procedure

a. Observing

The observation was conducted for all the eighth graders class of junior high school students. They are students of class 8A, 8B, and 8C. By conducting this observation, the researcher could understand the students’ real responses or their reactions towards the teacher’s approach which is used in the language teaching and learning activity especially when they learn grammar.

b. Disseminating questionnaires to the participants

The first thing was conducting the piloting of the questionnaires, so, the researcher shared the questionnaires to twelve (12) participants, four (4) participants from each class, randomly. The participants tried to answer the questions; they also asked questions about the questionnaire so that the researcher could see their difficulties and their understanding about the questionnaire. The researcher also revised the questionnaire based on the participants’ inputs or comment to improve or make the questions more understandable. Before disseminating the questionnaire, researcher asked permission to conduct the research in Satya Wacana Junior-High School.

3.5 Data analysis Procedure

After the data of the questionnaires had been collected, the researcher divided then into two parts, which were the open ended and close ended questionnaire the researcher coded the questionnaire and counted them into percentage and discussed the data in the form of descriptive statistic, non-parametric. Besides that, researcher also counted the percentage from the number
of the students by using Microsoft Excel program. To find percentage of the answer of the data, first, the researcher make number of the answer as Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4 because the data were ordinal. Then, timed the number who selected strongly disagree with 1, disagree with 2, agree with 3 and strongly agree with 4. After the researcher timed the number of the students’ answer. The researcher counted percentage using formulas in MS. Excel program. After the close-ended part were counted researcher categorized the question into two parts of the main discussions, counted the answer and also noted down the answers.

4. FINDING AND DISCUSSION

In this section there will be two discussions of the finding to answer the research question “what are students’ perceptions toward inductive approach in learning grammar?”, the discussions are based on the theory of advantages of inductive approach from Thornbury (1999). The two discussions are; 1) by learning inductively, students can use their analytical thinking to discover the rules from the examples given by teacher, and 2) involve students to be more active in teaching and learning process.

4.1 Students’ analytical thinking to discover the lesson by learning inductively.

The first discussion is taken from the students’ statements based on close-ended questions number 1, 3, and 4 (See Appendix). There are 99% students who agreed that they like to have many examples to learn a lesson.
Table 1. Students’ statement on discovering lesson based on examples

<table>
<thead>
<tr>
<th>Statement no.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I like to have many examples to learn a lesson.</td>
<td>99%</td>
<td></td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For example, teacher gives you this kind of sentences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Benny takes a bath everyday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I usually eat lunch at the cafeteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The sky is blue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>You will know that the formula is $S+V^{1}(-s/-es)$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I am satisfied when I could find the pattern of a sentence by myself by looking at the examples.</td>
<td>94%</td>
<td></td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I find difficulties in finding the structure of the sentence by looking at the examples.</td>
<td>29%</td>
<td></td>
<td>71%</td>
<td></td>
</tr>
</tbody>
</table>

According to the question number one students could understand the grammatical pattern or the pattern of a sentence by looking at the examples given above. It is also related with the steps of inductive approach which is used by the school. There are examples given by teacher, and then students should analyze the answer to find out the core point of the lesson. The approach which was used by teacher in the school has several steps; the steps are observing, questioning, experimenting, associating and communicating. In the observing phase students would be given several examples to be observed, they needed to take a look at the differences and the similarity. The next phase, they needed to question the things which were unclear or hard
to be understood. For example, they needed to ask what the subjects were, and etc. After that, they needed to do an experiment in categorizing the things in the examples, then, they needed to conclude or formulate the sentence pattern in order to do the next instruction which was making their own sentences based on their finding. Students agreed that they could find the formula based on the example because they could use their analytical thinking to analyze the examples or cases and find out something related to the lesson. Moreover there are 94% students who agreed for the statement in number three, that they are satisfied when they could find the pattern of a sentence by looking at the examples themselves. It means that the students enjoyed the inductive instruction in learning.

Based on this finding, students agreed that having examples before learning English can also trigger students to be actively analyzing the examples given. It would make them practice their analytical thinking. Moreover, it is in line with Thornbury’s statement (1999) that the cases or examples given by teacher can trigger students’ analytical thinking in order to determine the rules and lessons. In addition, the relation between students’ interest and students’ analytical thinking is in the importance of grammar itself. Grammar understanding is important in language learning. However, there is a common notion which stated that learning grammar is boring. Based on that notion that grammar is boring according to Larsen-Freeman (1997), it leads to an innovation on learning grammar. The inductive approach or learning through examples or the cases at the beginning of the lesson given by teacher are breaking students’ boredom. Some students also agreed that they are enthusiast in learning grammar through guessing and it triggers students’ curiosity and interest by the example given by teacher. So when students are interested with the lesson, it leads to their curiosity and trigger their analytical thinking.
Moreover, the explanation above about the steps of the inductive approach, in associating phase was designed for students to summarize and then to apply the lesson in form of new sentence. In the way to experience the learning material and to summarize it by themselves it will make them easier to remember the pattern, in other words, students will be able to internalize the lesson better when they could analyze the cases or the examples given by the teacher. It is in line with Thornbury’s statement “...The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.” (1999, p.54)

However there are also 29% students who agreed that they find difficulties in learning inductively. These difficulties may have been caused by various factors, such as students’ learning style, and students’ level of understanding. Regarding to the characteristic of inductive approach in learning grammar, it needs intermediate students’ level to understand this kind of learning sequences in order to get the learning point. On the condition that inductive approach needs students’ self-analysis and also analytical thinking using their background knowledge, Wang (2012) think that only intermediate students who are able to do that. Yet, this study was conducted in junior high school and most of the participants are beginner learners, because according to a research done by Wang (2000), the beginner students also improved significantly especially in easy pattern. Fortunately, the students honestly answered the questions about their opinion about English lesson. In the answers there are 18 out of 70 students who answered that English is just ordinary subject for them, it means that they could follow the learning instruction but it depends on the lesson or the material. There are also various answers from the students such as, 9 out of 70 students answered that English is easy when we can learn it harder, and interestingly there are 5 students said it depends on the lesson. Here are two examples of five students’ opinion about the level of difficulty of English lesson:
S35… : Tergantung, jika materinya lumayan susah, maka saya harus belajar lebih agar dapat memahaminya.

(It depends, if the lesson is a bit difficult, means that I need to learn more to master it)

He has the same opinion with,

S65… : Kadang-kadang, tergantung materinya.

(Sometimes, it depends on the lesson)

Depending on the lesson means that students sometimes are still confuse with what they learn if they are given the examples at the beginning of the lesson. Moreover, Wang supported that inductive approach also useful for lower students (2000).

4.2 Students’ active participation in inductive teaching and learning process.

This finding is related with the first finding about students’ analytical thinking, because students’ active participation seems to be related to students’ analytical thinking. When students can engage with the learning, they can process the lesson in their mind using their analytical thinking. Moreover, the examples given make them curious with the point of the lesson. Thus, it will make them actively ask, try to speak their opinion up and conclude the lesson point based on the discussion stage in inductive approach. The next discussion will be based on the close-ended questionnaire number 5, 8 and 10 (See Appendix).

For example S34 answered that he wants to be involved in class participation because he is curious with the new lesson and with the method on deliver the lesson.
Table 2. Students’ class participation in learning using inductive approach.

<table>
<thead>
<tr>
<th>Statement no.</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>I enthusiast if the teacher gives sentences in order to ask the students to guess what are we going to learn.</td>
<td>87%</td>
<td></td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td>8</td>
<td>I interested if the teacher helps me to find out the new point of the new lesson.</td>
<td>97%</td>
<td></td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>10</td>
<td>I can understand better if the teacher gives examples to find out the structure of a sentence in order to create new sentence in English.</td>
<td>93%</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

Looking at this table, students will participate actively in teaching and learning process using inductive approach. There are 97% students agreed that they are interested if their teacher helps them to find out the new point of the new lesson. It means that students are enthusiast in English lesson, they also agrees with the students’ statement in question number 5, which there are 87% students enthusiast in guessing what they are going to learn through the examples or exposures given by the teacher. Moreover, there are also 93% students agreed that when they were not participate actively in learning process they would make mistakes in doing the exercises. Some of the students answered that they needed to be active in class because they needed to understand and even master the lesson. Here is the answer which indicates students want to know better by participating actively in learning process:

S52… : Iya, karena saya merasa ingin segera menguasai materi baru.
(Yes, because I want to master the new lesson quickly.)
These findings supported Thornbury’s statement that students’ curiosity will lead them to be actively involved in teaching and learning situation.

Though, not all of students thought the same way, some students’ answered that they are familiar with English language. Below are the answers indicating that students are accustomed to English:

S11… : Tidak, karena saya sudah kenal dengan bahasa Inggris dari kecil.
(No, because I already know English since a little.)

S45… : Biasa saja, karena sudah terbiasa berbahasa Inggris.
(It just a common thing, because I am accustomed to speak English.)

Thus, this finding is actually against the theory of Wang (2012) which stated that the inductive approach improve students’ motivation in learning L2, in this case the students who already knew English, just feel common about the class participation. Even though there were some students in Satya Wacana junior high school who already knew English better, but most of students were learning English as a foreign language. All of those students agreed that learning inductively is attractive to make them engage in the learning process.

According to the theory of Nunan, teacher should prepare the inputs for students and help them to discuss it in order to find out the point of the lesson (2005). So, this kind of learning will challenged the students to be more productive and make the learning situation alive. Below are the answers of two out of ten students which indicate that they are interested and challenged to learn English inductively:

S33… : Ya, saya merasa materi yang baru adalah tantangan yang harus saya kuasai.
(Yes, I think that new lesson is a challenge which I should master.)
Actually, students’ answers about this question were various, such as the learning approach is interesting, make them feel the new sensation of learning, gain knowledge, deepen the understanding about English rules and etc. Nevertheless, this point is emphasize more on teachers’ role, because this kind of learning situation can be build when the teacher takes role as a facilitator in helping them discuss and find the point of the learning. As this learning challenged students to master the learning materials.

5. CONCLUSION

Looking back to the research question of this study which aim to examine students perceptions toward inductive approach in learning grammar, this study found that students actually have a positive perception toward inductive learning in grammar. It can be indicated from the high percentage of their positive answers about their interest and their intention to learn English inductively. There are also two main reasons of why the students might have a positive perception about inductive approach which are in line with Thornbury’s theory about the advantages of inductive approach. The reasons are making students practice to use their analytical thinking to discover the lesson, and making students actively participate in teaching and learning process in term of asking and analyzing the examples given by the teacher at the beginning of the lesson. Although, this kind of learning has several advantages for the students cognitive development, learning grammar using inductive approach needs teachers’ big attention, because the one who can set this kind of learning situation in classroom is teacher. Besides,
teacher also has to prepare the learning materials and several inputs to be observed and analyzed by students in their learning process. It is a kind of challenge not only for the students but also for teachers who want to conduct this kind of learning approach. However this study cannot be generalized because it is only focused on learning grammar, using questionnaire and observation as the instruments to collect the data. Thus, for the further research, it can be conducted in several aspects of English language learning or in some other schools in Salatiga and dug deeper information using other instruments or more number of questions to find out the students’ perception about a certain approach.
AKNOWLEDGEMENT

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REFERENCES


APPENDIX

KUESIONER

Teman-teman yang terhormat,


A. Cara Mengisi Kuesioner

Berikan tanda centang (√) di kolom yang sesuai dengan pendapat Anda. Anda hanya dapat memberikan satu tanda centang untuk setiap pernyataan. Kemudian jawablah pertanyaan dibawah ini dengan jelas dan jujur.

<table>
<thead>
<tr>
<th>No</th>
<th>PERNYATAAN</th>
<th>SANGAT TIDAK SETUJU</th>
<th>TIDAK SETUJU</th>
<th>SETUJU</th>
<th>SANGAT SETUJU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya senang jika ditunjukkan banyak contoh untuk belajar suatu materi. Misalnya Anda ditunjukkan kalimat seperti ini: - Benny takes a bath everyday - I usually eat lunch at the cafeteria - The sky is blue Anda akan mengetahui bahwa ini adalah S + V1(-s/-es)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Melihat contoh-contoh kalimat membuat saya mengerti urutan susunan kalimat (Subject + Verb + Object)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya senang apabila dapat memahami susunan (SPOK) suatu kalimat oleh diri saya sendiri, dengan melihat contoh.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya sulit untuk menemukan urutan susunan kalimat dengan melihat contoh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya bersemangat ketika guru memberikan kalimat-kalimat agar saya bisa menebak jenis kalimat apa yang akan saya pelajari.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya mau terlibat aktif dalam kegiatan belajar mengajar bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Contoh-contoh yang diberikan membantu saya untuk memahami apa yang sedang saya pelajari</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya merasa tertarik apa bila saya di tolong oleh guru menemukan hal baru tentang yang saya pelajari.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Saya sering salah dalam menjawab atau mengerjakan soal dalam bahasa Inggris apabila saya kurang aktif di dalam kelas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Saya akan mengerti lebih baik apabila guru memberikan contoh-contoh untuk menemukan urutan susunan kata untuk membentuk kalimat dalam bahasa inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Apakah Anda tertarik belajar bahasa Inggris dengan diberikan contoh? Mengapa?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
2. Apakah contoh-contoh yang diberikan kepada Anda berguna dalam memahami struktur kalimat (SPOK)?
Ya, mengapa? Tidak, mengapa?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
3. Menurut Anda, apakah bahasa Inggris adalah mata pelajaran yang sulit? Jelaskan!
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
4. Apakah Anda merasa tertantang saat belajar materi baru dalam pelajaran bahasa Inggris? Ya, mengapa?
Tidak, mengapa?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
5. Apakah Anda senang diajar dengan cara diberikan penjelasan secara perlahan untuk menemukan sesuatu
yang baru? Mengapa?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

B. Informasi Data Diri
Kami mohon kesediaan Anda untuk memberikan data diri Anda di bawah ini.
Umur : ____________________
Jenis Kelamin (lingkari yang sesuai) : Laki-laki / Perempuan
Kelas : 8A/8B/8C *lingkari salah satu*

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