

DEDUCTIVE AND INDUCTIVE INSTRUCTIONS FOR TEACHING ENGLISH GRAMMAR IN ONLINE CLASSROOM

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ABSTRACT

Realizing the importance of teaching grammar to young learners, pre service teachers, as prospective teachers, need to reflect their own grammar teaching performance. Moreover, during the covid-19 pandemic outbreak where all learning processes are conducted online, teaching strategy needs to be considered. Therefore, this study aimed to find out whether the pre-service teachers apply the deductive or inductive teaching instructions in teaching grammar to young learners during the online class and to investigate how pre-service teachers develop the instructions. To reach the objectives, qualitative research was employed by observing and analysing the teaching videos of thirteen pre service teachers. The pre service teachers were the students of English Education Department in a private university in Jakarta who enrolled the Teaching Internship program. All videos were transcribed and then the analysed data were put in a table and coded to ease the identification of deductive and inductive instructions. The results revealed that more students adopted deductive grammar instructions in teaching grammar for young learners rather than inductive instruction. Furthermore, the way the pre service teachers developed both instructions followed the PPP and TTT models with different emphasis on the Presentation and Teach parts. The tendency done in the Presentation part for inductive teaching was the pre service teacher acted as instructor whereas the Teach part in inductive teaching was as facilitator. Eventually, from this study it can be concluded that pre service teachers adopted deductive and inductive grammar instructions because both are suitable for teaching grammar to young learners in online classroom setting within consideration of meaningful learning activities.

1. INTRODUCTION

Education has experienced massive changes because of covid-19 pandemic outbreak. All teaching-learning aspects that used to be done offline are forced to be done online. Online learning itself brings challenges for the students, parents, all education practitioners, and one of the impact was also felt by the English Education Department of one private university in Jakarta, Indonesia, whose learning program is designed to train pre service teachers. Pertaining the current condition, pre service teachers must be equipped with capabilities in teaching English as a foreign language



(EFL) in online classes as well as working with technology. A critical issue in online language learning has been aroused, particularly related to spoken language competence (Damayanti & Rachmah, 2020). Sullivan (2011) argued that the effectiveness of EFL teaching relies on teachers' oral proficiency in the target language. Thus, the prospective teachers are required to have the content and communication abilities so that they master the taught subject and enable to communicate with the students (Okoli, 2017). Those aforementioned abilities have also been the major concern of the department in providing the training program.

Instead of communication competence, content that includes the grammatical structures and their use is important to make the language use successful. According to Nunan (1991), learners are able to acquire another language if they have sufficient grammar knowledge. Language classroom is a place where learners received systematic instructions about grammar. Williams & Burden (1997), as cited by Damayanti & Rachmah, (2020), also stated that EFL learning is always the grammar and supported with teacher's language instructions which impetus the maximum language exposure for the students. This is crucial for the development of learners' language in the early stages. Therefore, introducing grammar to young learners is highly recommended because they may have strong grammar-conscious awareness that later helps them to be aware in their language production.

Some studies comparing the efficiency of online language learning revealed various results that "ranged from online superiority to no difference to face-to-face superiority" (Faidal, Nur, Suriani, 2020, p.44). According to Akram & Gnanamuttu (2020), the merit of teaching grammar in online class is students who tend to be passive or reluctant to ask and answer the questions may not hesitate since facility is provided in the used platform or learning management system (LMS). On the contrary, monitoring students and conducting tests to assess students' understanding directly are considered difficult. Another study conducted by Cheurprakobkit, Hale, & Olson (2002) revealed that the way teachers deliver materials online versus offline influenced students' achievement. Based on the explanation above, the researcher may infer that communication constitutes the key of grammar teaching during the online learning, which is often associated with language learning instructions.



Seeing the importance of teaching grammar to young learners and the role of teacher's instruction in young learners' language acquisition, pre service teachers need to find out the way they teach grammar. Since the research on pre service teachers' experiences in grammar teaching is very limited, the discussion is related to in service teachers' experiences. Research conducted by Nernere (2019) investigated the facts of grammar teaching happening in young learners language classroom. The research was initiated because there were some perceptions in teaching grammar for young learners like teachers predominantly preferred to teach grammar explicitly focusing on form. Meanwhile, the others believed that grammar must be taught in implicit way and combination of explicit and implicit. As the result, the research revealed that in service teachers tended to teach grammar explicitly to young learners because the teachers have limited time to cover all materials including grammar. For instance, the teachers explains the pattern of the certain tenses directly, asks the learners to memorize, and gives some exercises. Those activities often occurred since forms became the majority of the language learning.

Another study focused on explicit grammar teaching which derived into deductive and inductive approaches in grammar resulted both approaches could effectively provide stimuli for young learners to help them notice different linguistics forms (Tiittanen, 2020). At first, he argued that learners needed to master tenses if they want to achieve linguistic and communicative competence. Then, through investigation toward several studies, it was found that many learners continued making mistakes even though tenses occupied a major part in language learning. Accordingly, this became the strong reason why grammar-teaching methods had to be inspected. Besides, the other study conducted by Behjat (2008) about the conception of working on grammar directly proved that inductive or deductive grammar instructions should be included in language learning along with instructions on language skills. Both instructions were proved to make improvement in learners' grammar mastery since there were some studies beforehand discussed the relationship between grammar teaching methods and learner's gender. To sum up, the determination of grammar teaching methods take important part in a successful learning.

Based on the explanation above, it can be concluded that involving inductive and deductive grammar instructions in language learning may increase students' form-focused awareness. Considering its importance, pre service teachers need to find out their way of teaching grammar.



Therefore, this study has two objectives; those are to find out whether the pre service teachers apply the deductive or inductive teaching instructions in teaching grammar to young learners during the online class and to investigate how pre service teachers develop the instructions. The differences between the present study and the previous studies are in term of the participants and the students taught. This study focused on pre service teachers who taught the second to the fifth grade primary school students. Deconstructing the grammar instructions also became the superiority of the current study because none of the previous studies examined it.

2. LITERATURE REVIEW

2.1 Online teaching and learning

Online learning, according to Tallent-Runnels (2006), is learning activities that are done completely on the internet, with the online instructions that includes synchronous and asynchronous. Synchronous means the learning process takes place in real time where instructor and the learners are in the same time and meeting room but they are in different places, whereas asynchronous means that instructions can be accessed anytime and anywhere. The media used for supporting the online learning may vary depending on its functions, such as Google Classroom, WhatsApp, Google Meet, Zoom, MsTeams, etc. Online course enables the students to access the coursework and high-quality teaching that they may lack in their local school (Biktimirov & Klassen, 2008). Besides, it allows the teacher to provide new teaching techniques and elaborate various instructions to be brought in the class. On the other hand, teacher and students may feel anxious toward the online learning. Biktimirov & Klassen (2008) said the teachers worry that online teaching may be more complicated than teaching in offline class. This condition is likely caused by the teaching preparation that needs full of considerations like the activities to keep students engaged, the accessible media, and the time constraints. In the students point of view, Mike Allen (2002) asserted that students may resist the use of technology for some reasons, such as they are reluctant to work with technology, technology seems more likely to break down, and students feel that mediated experience cannot fully replace the live classroom.

2.2 Teaching grammar to young learners

Teaching grammar to young learners have been arguable among language experts or instructors because it is considered difficult for children or not relevant with their learning process. Young



learners have limited foreign language vocabulary to work on and sometimes still rely on their first language to understand new things. In fact, grammar constitutes an aspect that is closely related to young learners' language acquisition. Cameron (2001, p.114)) proposed some ideas about grammar and young learners as follows:

Grammar is necessary to express precise meanings in discourse. Grammar ties closely into vocabulary in learning and using the foreign language. Grammar learning can evolve from the learning of chunks of language. Talking about something meaningful with the child can be a useful way to introduce new grammar. Grammar can be taught without technical labels (e.g. 'intensifying adverb').

Hence, instead of the pros and cons of grammar teaching for young learners, language-learning process still needs to focus on forms as well as on meaning.

The trends in teaching grammar has been susceptible along with era and adjusted to the learners' needs. This is in line with what Cameron (2001) said, "each of the perspective on language teaching takes a different view of learning processes, and what is important about each by examining practice through the lens of research on learning." Focusing on form is an example of current grammar teaching methods applied in many EFL classrooms. Focusing on form is integrated as form-focused instruction that "conceptualizes language learning as a process of assembling distinct linguistic structures in a setting that is not primarily communication-oriented" (Graus & Coppen, 2016, p.575).

2.3 Deductive and inductive instructions

Deductive and inductive instructions cannot be separated from grammar learning and both are associated with form-focused instruction. Deductive instruction is a top-down in which rule or pattern is initially presented and followed by practices (Ellis, 2006a as cited by Graus & Coppen, 2016). In addition, deductive instruction moves from general to specific with a PPP pattern means Presentation, Practice, and Production (Aslan, 2016). For example, teacher begins the presentation with explanation of certain grammar rules or showing the formula. Then, some exposures given to the students in form of exercises until the students are able to use the taught grammar to produce sentences.

As the opposite, inductive instruction proceeds from specific to general because in the beginning the learners are exposed with examples to trigger their awareness toward the sentence



pattern. Inductive instruction adopts the bottom-up process whose steps reflect TTT model; those are Test, Teach, and Test (Aslan, 2016). Giving examples help the teacher measures how familiar the learners with the targeted grammar and let the learners notice the grammar pattern by themselves before being taught by the teacher.

After taking into account some theories about deductive and inductive instructions, the researcher tapped into conclusion that the deductive–inductive controversy lies in the order of learning activities rather than arguing whether grammatical rules should be taught. Nevertheless, teaching grammar involves drawing learners' attention to specific grammatical forms in a way that helps them comprehend, produce and internalize those forms. Tenses, being part of grammar, can also be taught this way using the deductive and inductive approaches (Tittanen, 2020, p.142).

3. METHODOLOGY

Qualitative research was employed in this study to find out the type of instructions that the pre service teachers applied in teaching grammar to young learners during the online class, and then the investigation was continued in how the instructions were developed. There were thirteen pre service teachers or the students of English Language Education Department in Atma Jaya Catholic University of Indonesia got involved as the participants of this study. They had taken Micro Teaching course so that they were equipped with pedagogical theories and skills. Passing this course, they were required to have Teaching Internship program for one semester in several partnering primary schools around Jakarta. During their practicum period, these pre service teachers were to conduct English lessons in the assigned classes, starting from the second to the fifth grade. For the purpose of individual teaching reflection and performance evaluation, their teaching act was recorded.

The utterances of teacher-students interactions served as the data gained from the transcribed teaching videos. The data were obtained from each participant's last teaching video out of eight videos that were expected to be required during the teaching internship program. The last teaching performance was chosen because the pre service teachers were pertained to have had the teaching competence when they stepped into the last teaching performance. In addition, the used instrument of the data collection was a table containing the utterances of the pre service teachers and students



interactions that covered deductive and inductive instructions. The table consisted of three columns. The first column was the code of the pre-service teachers. For example, the first pre service teacher was named S1, the second one was named S2, and so on. The second column was the identified deductive and inductive instructions occurred in the class; meanwhile the last column comprised the code of the utterances.

Some procedures were determined to help process the data. The videos were collected from the participants as a part of their report after they finished conducting the internship program. Then, the videos were transcribed and analyzed. The results of the analysis were put in the table as mentioned in the previous section. The utterances from the transcribed videos were classified based on the deductive and inductive instructions and put them into the table. Code was given to ease tracing the data. It consists of the sequence of the student like S1, S2, S2 until S13, followed by a hyphen, DE as deductive or IN as inductive, and the sequenced number of the instructions took place. For example, the first student applied inductive instruction in the grammar teaching, so the code would be S1-IN1. Based on each instruction, the produced utterances by the pre service teachers were analyzed to find out how the instructions were developed referring to the PPP and TTT models (Aslan, 2016).

4. RESULTS AND DISCUSSION

Having established the qualitative analysis of the pre service teachers' utterances during the online class, the results revealed the instruction types applied in the learning process and its development. Referring to the first objective that is whether deductive or inductive instructions are employed in the grammar teaching, the result showed that among 13 pre service teachers there were 8 pre service teachers adopted deductive instructions, 5 pre service teachers adopted inductive instructions. There were thirteen grammar instructions recognized or occurred during the online learning activities with the majority was deductive instruction. However, the comparison of the occurrences between deductive and inductive grammar instructions was not significantly different. As discussed by Tiittanen (2020), although the tendency of applying deductive grammar instruction was more frequent, it cannot be generalized to EFL context particularly pre service teachers' communication competence. Reflecting also Behjat's (2008) study on comparing



inductive and deductive instructions in teaching grammar for university students, both his and the current studies shared similar result, that was there is no better targeted method in teaching grammar. Therefore, it can be inferred that online language class should involve ample grammar instruction, either inductively or deductively, along with instruction on language skills.

In order to reach the second research objective, the following sections discuss how each instruction was developed to figure out deeper teacher-students interaction.

4.1 Deductive grammar instruction

As mentioned above, eight out of thirteen pre service teachers taught grammar deductively in online English class for primary school level. Nevertheless, each pre service teacher might have different ways in providing the instructions, either the form of questions to elicit the students' awareness or the sequence of activities. Aslan (2016) posited PPP (Presentation, Practice, Production) model for the process of deductive learning. In this study, the researcher refers to the first two steps, presentation and practice, in analysing the pre service teachers' instructions because of the time constraints. Moreover, the production part was often served as the task done outside the class rather than directly being performed in virtual synchronous meeting.

The example of the deductive grammar instruction can be seen in the following extraction. It was taken from the first pre service teacher (S1-DE1). T stands for teacher while S stands for student.

- (1) T : In your textbook page 67 you have "has and have" right?
- (2) T : Have you guys already learned about has and have?
- (3) S1 : Yes.
- (4) T : Can you tell me the use of verb have?
- (5) S2 : I you they we.
- (6) T : They used to tell what? Can anyone answer my question?
- (7) S3 : I don't know.
- (8) T : The verb has it used to tell us about something that...? Can anyone answer? No one?
- (9) T : So the verb have used to show that we poses something. If the subject is I you we and they which one we use has or have? Can anyone answer my question? By giving the reaction to the zoom?
- (10) T : Maybe you can unmute your zoom and give me the question!
- (11) T : No one? No one know?
- (12) S4 : No I don't know.
- (13) T : If I you we they we used have while he she and it we used has, so I will explain the use of has and have. So for have when basically we use the subject I you we they and plural noun like more than one object while has is like he she it and single object or singular noun. Pay



attention if the subject tells us about the whole of family or organization or something like members in one family or one organization or one community that consists of more than one people but it counts for one family or one member or one organization so we used have, okay.

(14) T : Maybe until here is there any question about has or have?

The class began directly with the question whether the students had learned about verb “have and has”. Then teacher asked the use of those verbs like the subject-verb agreement. Actually, the teacher, in the situation, tried to build two-way communication and triggered the students with questions, such as number (4), (6), (8), and (9) but only few students responded and the rest remained silent. Alternatively, the teacher can present the grammar material by using video, power point presentation (PPT), picture, etc. to make it more interesting (Hamdani & Amrizal, 2018). The activity was followed with teacher’s explanation about grammar “have and has”. It can also be seen in the transcription that the teacher dominated the classroom interaction. After giving explanation about the targeted grammar, teacher provided an exercise in form of game to check whether the students had understood the material.

- (15) T : Okay, let’s start. Who wants to answer number 1 .
(16) S5 : Me.
(17) T : Yes AA you want to answer?
(18) S5 : I think is C.
(19) T : Are you sure? Because I told you to answer the Franklin belonging by using has or have.
(20) S5 : I know Mr. XX
(21) T : Okay.
(22) T : Who wants to answer?
(23) S6 : I know Mr. XX.
(24) T : Okay BB.
(25) S6 : B.
(26) T : Are you sure?
(27) S6 : B.
(28) T : Let’s check your answer.
(29) T : Yes your answer is correct, okay can you tell me why the answer is B ?
(30) S6 : Because we used has.
(31) T : Yes why the answer using has?
(32) S6 : Because he she it.

From the cut-off of the practice part above, the way teacher gave the exercise was by showing the multiple choice question in the PPT slide and asked all students to answer. The given instructions were clear and easy to follow, but it did not provide enough exposure for all students



toward the target language since only few students participated. Even though the teacher confirmed every answer to figure out the reason behind choosing the answer, sufficient exposure should be given (Hamdani & Amrizal, 2018). The supporting activities for the practice are drills, gap and cue exercise, and transformation.

Seeing the deductive grammar instructions that eight pre service teachers adopted in their teaching performances, all had similarity in which the grammar was explained orally in the beginning with the PPT as the media. The previous study, conducted by Nernere (2019), revealed the similar results based on the classroom observation that was grammar was taught directly in the beginning of the lesson preceding the practices. This is in line with Cameron's (2001) notion of the stages in teaching grammar. The initial stage is noticing and the second one is structuring. Noticing is necessary to enhance students' awareness of the structure meanwhile the structuring takes the role as the follow-up activity for bringing the new grammar pattern into the students' internal grammar.

4.2 Inductive grammar instruction

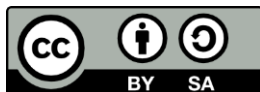
Inductive grammar instruction is believed more beneficial to improve the learners' grammar mastery in lower and higher levels of education (Tiittanen, 2020). Hence, it is undeniable if pre service teachers also adopt the strategy. Five of thirteen participants of this study applied inductive grammar instruction in their teaching. One of them is presented in the extraction below.

- (1) T: Okay. Wait a minute. Do you know what is this?
- (2) S: Uuuh I want make a snowman.
- (3) S: winter winter
- (4) T: Yaa, this is winter. Now, take a look at the sentence. It's snowy and cold every winter time.
- (5) S: It's snowy and cold every winter time.
- (6) S: winter
- (7) T: Now, do you know what is meant by the sentence?
- (8) S: Snowy and cold every winter time.
- (9) T: Do you know what is mean by the sentence?
- (10) S: It means that when winter time, you always feel cold.
- (11) S: In winter time you always feel cold, right?
- (12) T: That's good, every winter time you always feel cold. Why is that? Because, the things or events happen repeatedly
- (13) S: Events happen repeatedly
- (14) T: Terjadi berulang kali. Jadi, kejadiannya itu selalu berulang-ulang. It means like in winter



- time you always feeling cold. This is the meaning of this sentence. Do you get it? Okay? So, how about this? Do you know what weather is this?
- (15) S: Fall fall
- (16) T: Sometimes rainy sometimes windy it is autumn
- (17) S: Autumn
- (18) T: Autumn
- (19) S: Autumn
- (20) T: in autumn, the wind blows; it's windy.
- (21) S: Windy windy
- (22) T: Why in here is windy? Do you know what it means? Because in autumn you always feel windy.
- (23) S: In autumn you always feel windy
- (24) T: It means *kejadiannya berulang*. Because the things or events happen repeatedly. Okay, do you have any question?
- (25) S: No
- (26) T: Okay, let's move on
- (27) S: Sunny, it's sunny
- (28) T: Yes, it's sunny. But it's the same with summer
- (29) S: Summer time. You can go to the beach because it's sunny.
- (30) T: You can go to the beach because it's sunny. Now, take a look at this sentence, in summer, the weather is hot, the sun is shining outside.
- (31) S: In summer, the weather is hot, the sun is shining outside.
- (32) T: Do you know why we add -ing in here in word shining? Do you know? We add -ing because the event is happening now. It's like it's raining outside it means now is still raining, do you get it? Or you eating something right now, now you eating some snacks because you eat your snack now, we add -ing because the event is happening right now, okay? Do you get it?
- (33) S: Yes, I get it.
- (34) T: Okay, now, what weather it is? Its not too cold its not too hot.
- (35) S: Spring!!
- (36) T: What? Spring!! Good!! That's spring. Its not too cold its not too hot. I am picking flowers in this nice weather. Do you know why we add -ing in here?
- (37) S: Mengambil
- (38) T: Ya, because kita sedang mengambil bunga. We add -ing because the event is happening right now. yaa. Don't forget when we want to talk about an event that is happening now or at this time and is unfinished, we add ...?
- (39) S: We add -ing.
- (40) T: Add ing of the event is happening right now (S6-IN3)

As mentioned in the literature review, inductive grammar instruction comprises test, teach, and test (TTT) model (Aslan, 2016). Based on the example above, before entering the provided extraction, the pre service teacher started the lesson by giving a text about weather to the students and asking them to read, identify the weather or seasons in the text, and mention the meaning of certain vocabulary and sentence. Those represent the test stage. After that, the pre service teacher



moved to the teach stage, which was grammar explanation. Different from the deductive strategy, grammar was taught based on the context rather than presenting the pattern. The teacher took some sentences containing the targeted grammar from the text, together with the students scrutinized those sentences until the students notice the grammar pattern was being learnt. For instance, the utterances lines (26)-(30). Through the sentence “it’s sunny”, the students were able to construct a longer sentence using that phrase. They also mentioned the sentence “the sun is shining” which was then utilized by the teacher to focus on present continuous tense (line 32). In the next conversation, the teacher confirmed students understanding about present continuous tense (line 38-40).

Following the teach stage, test was provided again in form of practice, that was sentence completion by using present continuous tense expressions. The students had time to write the answers on their own book and then discussed with the whole class. The detailed extraction is as follows.

- (41) T: I want to hear from Zelda. Zelda you may answer number one.
- (42) S: Yes? You are feeling so hot and also the sun shines all day long. It’s shining.
- (43) T: Okay. Who wants to answer number 2? Don’t forget to write, give the correction. Okay, who wants to answer number 2?
- (44) S: Me
- (45) T: Benji you’re already. Noah, can you answer number 2?
- (46) S: Number 2?
- (47) T: Yaa
- (48) S: I always love winter because snows are everywhere. I have to wear jacket because I’m getting cold.
- (49) T: good. Do you have the same answer with Noah?
- (50) S: Me me me // yess
- (51) T: Okay number four. Whose want to answer number 3?
- (52) S: Me me me it’s me. // me me me Aqila
- (53) T: Hmm Nathan. Number 4.
- (54) S: I have to bring umbrella because it is raining.
- (55) T: It’s raining. Correct. (S6-IN3)

It can be noted that the TTT model was actualized in the grammar teaching process. Each stage has to contain sufficient activities so that the learning purpose can be reached. Based on the video observation and the review above, the last stage, test or practice, became the one whose language exposure was still lack even though the students showed good understanding toward the material.



This might be due to some factors, such as the duration, preparation, and lack of experience. It cannot be denied that the duration of English learning is deduced during pandemic. Consequently, the time allotment used to deliver the material is limited, even having no more than fifteen minutes for practice. Moreover, pre-service teachers often find it difficult to plan compact learning activities that cover the whole materials.

Pertaining the strengths and weaknesses of applying inductive grammar instruction, the researcher came to the conclusion that inductive grammar instruction is still suitable for primary school learners, which was in line with the notion from Graus & Coppen (2016) that grammar learning should become a concept of a process of assembling distinct linguistic structures in contextual setting. Besides, the results proved that inductive method could be a good starting point where students discover the rules on their own. Inductive instruction is considered effective in teaching the tenses for any level of education (Tiittanen, 2020).

Observing the videos and reading the transcriptions of all pre-service teachers' teaching performances, the researcher found the similarities in how they developed the grammar instructions both inductively and deductively. First, pre-service teacher explained the grammar directly and orally with the PPT as the medium. Actually, delivering grammar material can be in many ways, however adapting the current condition, video can be a good choice to convey the explanation because students still can get the information in visual and audio. Another advantage of using video is it can be accessed anytime and anywhere, synchronous or asynchronous learning, so that whenever the students need to review the material, they can re-watch it. Nevertheless, providing video in virtual asynchronous learning might reduce the classroom interaction. Second, questions became the elicitation that helped the grammar deconstruction process. Unfortunately, the process was sometimes obstructed due to the pre-service teachers' lack of experience so that they got difficulty in providing well-sequenced questions. The last similarity is the type of activities for the practice. Most activities were in form of sentence completion or multiple choice because of limited activities done in the online class. Some of the pre-service teachers relied on the application like quizziz or kahoot for giving exercises and it can be done outside the class.

Regarding the role of the teacher in giving the instructions, there should serve different roles between deductive and inductive. In deductive instruction, the teacher's role is as instructor who



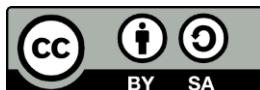
provides grammatical rules in detail with the examples, whereas in inductive instruction teacher acts as facilitator who guides the students finding the grammatical rules of utterances (Ellis, 1993). Based on the observation, the pre service teachers were more likely to act as instructor because the portion of explanation was bigger than providing scaffolding that might evoke the students to be dependent and unable to derive autonomously the grammar pattern.

5. CONCLUSION

After taking into account the occurrences of the deductive and inductive grammar instructions in teaching grammar for young learners, it can be concluded that the tendency of the pre service teachers in teaching grammar in online EFL learning is by adopting deductive grammar instructions. Deductive grammar instruction proceeds Presentation, Practice, and Production (PPP) model that has been very familiar for the pre service teachers during they experienced teaching. Although the majority of the pre service teachers taught grammar deductively, it cannot be generalized and does not mean that deductive is the best strategy in teaching grammar to young learners. Both deductive and inductive instructions can be suitable for grammar teaching since those strategies lead to the same learning objective that is grammar mastery. One thing the pre service teachers always need to remember is that what young learners need in grammar learning is ample instructions. Furthermore, the important thing that the pre service teachers have to consider when they develop the grammar teaching instructions is the young learners' characteristics and the learning activities. Realizing that teaching grammar to young learners is different from teaching adults, pre service teacher should be able to identify which grammar instruction can be most appropriate to be applied. Then, the pre service teachers need to make sure that their role as facilitator should provide guidance not command and provide fun-meaningful learning activities for young learners.

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