

# Enhancing Students' Critical Thinking and Confidence through Indirect Explicit Grammar Instruction (IEGI) in Learning Grammar

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## Abstract

The aim of this research is to find the strategy how Indirect Explicit Grammar Instruction (IEGI) is able to enhance students' critical thinking and confidence in learning tenses. Since students usually tend to memorize the form of patter in learning tenses, as a result they have been repeated rule presentations of grammar structures and lose their sense of critical thinking to discover. More over, learning grammar on isolated way also make students have less confidence to speak because they can memorize the pattern, but they cannot use them accurately. Using classroom action research in two cycle which every cycle consists of three meetings, the data are collected by using observation cheklist, rubric, test, qestionnaire and students participation sheet. The observation cheklist is used to get the data of the implementation of IEGI during teaching learning activities in the classroom which students work in group. The result from rubric shows the improvement of students' ctitical thinking ability improve from 54.05% into 82.50%. While from the test which covered the ability in analyzing and answering questions which need Higher Order Thinking improve significantly from 47.56% into 80.90 %. While students' confidence improves significantly from 55.56% into 78.10%

**Keywords:** indirect explicit grammar (EIGI), critical thinking, confidence

## 1. Introduction

### 1.1 Background of the problem

There are some facts which cause in conducting classroom action research in my Basic English Grammar class. The first fact, grammar usually learnt by provided-rule method, so if students talk about learning grammar, it will come up to their mind about memorizing the formula, analyzing the basic grammar rules, doing task of translating sentences and text into and out of the target language (stern 1983:455). In grammar class, teachers usually provide explanations of grammatical structures to students orally

or in writing (Ellis, 1997). That students' perception rise due to the method which the teacher usually teach grammar by providing rule. It really helps teacher to save time for the class, but the major drawback is the repeated presentation of rule of grammar structures. The result, student were able to recognize the pattern fast, but it may make students lose their sense of discovery. Here students seem only accepted the knowledge from the teacher passively, then repeated what the teacher had explained without showing any initiative and creativity in language

learning. This dull atmosphere would pervade the whole classroom and often made students depressed and discouraged (Yuwen Ling 2004).

The second fact of my class, by using provided-rule method in teaching Basic English Grammar cause students tend to have lack of critical thinking skill. They were able to do the test which asked them to analyze the grammatical and ungrammatical sentences, but they found difficultly to do the test wick provide reading passage and asked them to draw the grammatical function of it. It prove that students have lack ability to think on their own, students only become depend on the information given by the teacher and represent it at the same time. Here memorizing fails to provide adequate understanding of the concept of grammatical structure. as stated by Reeder (2011) that understanding concept appears to be more of a point on a continuum rather than the final destination for the students' overall learning. Therefore, in teaching learning process, teachers should provide students a process of discovery which allows students to have deeper understanding of grammar structure material and a richer experience on it. By connecting material through the context and grasping the meaning behind the events will give students an experience to discover a new world.

In another side, based on the observation, though teaching grammar which emphasis on rule-provided grammar instruction save time for the teacher, it spends a great time for students to learn since they tend to memorize a huge number of pattern but they can not use them in communication correctly (Dong, Nguyen: 2012) .This fact leads to another problem, students were unconfidence in expressing idea through spoken language.They tend to appear quite and hung their heads in class. More over, if the teacher asks them question directly in spoken language, some students seems depressed and humiliated.When the researcher tried to confirm to some students who tend to be silent in the class, they said that they were afraid to make mistake in grammar. They hesitate to open their mouths. Encouraging students to talk in a language classroom is a problem that most language teacher faces (Tsui, 1996; White & Lightbown, 1984). Thus, the teacher helps reticent students develop the skill and confidence needed to take an active role in classroom activities (Liu & Jackson, 2009).

Based on the argument above, the researcher consider that there should be change in the teaching learning activities. Thus in this research, researcher state the problem on *How is the implementation of IEGI can enhance students' critical*

*thinking and confidence in learning Grammar?* Here, the researcher focuses on the improvement of the critical thinking and confidence since focusing on student's behavior is as important as general learning outcomes (Dornyei, 2003).

## 1.2 Review of related literature

### Indirect Explicit Grammar Instruction (IEGI)

IEGI favors the students' discovery of grammatical rules through *tasks* and therefore does not involve giving grammatical explanations (Ellis, 2008). Here the teacher does not provide rule in grammar. For example, students may be given a video conversation or reading passage taken from English newspapers or magazines which containing some illustration of the use of simple past and past continuous tenses. Students are required to identify the verbs in both tenses and build a rule to explain the different function of both tenses. From the given task, students have to construct the grammar rules for themselves. That activities implies the method of discovery learning which students provided by the data of the use of a specific grammatical structure, then they analyze to construct the generalization of the grammatical structure rule (Ellis, 1997)

According to Ellis (1997, p. 87) the task commonly used in IEGI is indirect

consciousness-raising task, which aim: "help students construct their own explicit grammar of the target language and to encourage communication in the L2 among of the students". Hinkle (2008) also has point out that these tasks enable learners to examine how grammatical structure are applied in the real contexts and raise their knowledge of grammar through the use in authentic language. This task is appropriate for pre intermediate or intermediate students (Ellis, 1991 and Sheen, 1992 as mention in Ellis, 2003, p. 166)

### Critical Thinking

Carr (1990) defined critical thinking '....is a way of learning content'. While Duron, Limback, and Waugh (2006) defined critical thinking as ".... The ability to analyze and evaluate information" (p.60). From those definition seems that critical thinking is the capability to observe, analyze, rationalize and evaluate the information. It related with the process of thinking. Critical thinking teaches students how to think rather than what to think about any subject or issue they deal with while they are able to solve effectively the issue (Snyder & Snyder, 2008; Scholastic, 2011). Thus promoting students to have independent learning will train student to interpret the

information presented. Then students draw conclusions that make them to have deduction and reasoning.

**Confidence**

Self-Confidence is essentially an attitude which allows someone to have a positive and realistic perception of himself and his abilities. (Sihera, 2004). While Craig (2006) defined confidence is being certain of one's abilities and having trust in people, plans or the future. Thus it can be concluded that confidence refers to self-assurance in trusting abilities, capacities and judgments. It also implies about one's belief to fulfill the demand of task. It can be interpreted that students who have self-confidence will have confident performance, independent in making decision and doing task, communicate with his/her friends easily, have bravery to express their idea and prefer to take a risk in making discovery.

**2. Method**

**2.1 Design**

This research designed using Classroom Action Research that consists of two cycles. The first cycle is done for three meetings in the classroom while second cycle is also done for three meetings. In every cycle, the researcher used EIGI strategy in teaching grammar. The subject is students of the

first semester of English Education Department, Teacher Training and Education Faculty Muhammadiyah University of Gresik. The number of participants are 21 students. This research conducted during October-November 2014. The procedure of this classroom action research refers to Kemmis and Mc. Taggart (1992) which consists of three steps, planning, acting and observation, and reflecting.

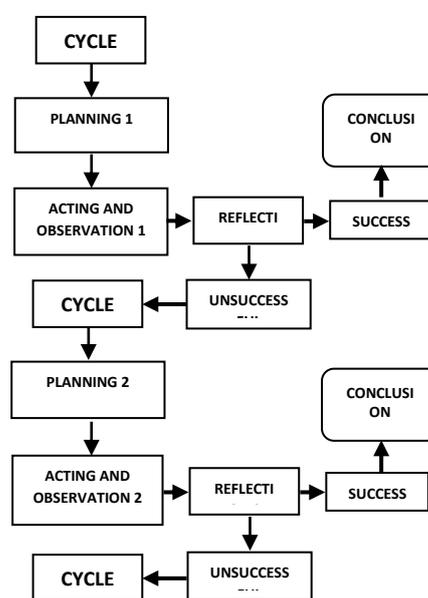


Figure 1. CAR cycle by Kemmis and Mc. Taggart 1992

**2.2 Instrument**

The instrument used in this research is first, observation checklist to get data in implementing IEGI during teaching learning activities. The second instrument is rubric for critical thinking and rubric for confidence. Third Instrument is test. This test is modification of grammar test which the categories draw from some categories in the test of critical thinking

that is adopted from Watson Glaser critical Thinking test e.g.deduction, interpretation and argument. This test is to measure students' ability used grammar in context which related with critical thinking skill. The next instrument is questionnaire for students. It is used to see the improvement of students' confidence based students' perception. The last instrument is students' participation worksheet.

### 2.3 Procedure

The procedure is beginning with planning, here researcher construct the lesson plan, teaching media, students worksheet and criteria of success for this research. It is decided that the criteria of the success student have the level of critical thinking and confidence in the level *good*. The instrument is also prepared to measure critical thinking by using rubric and test while to measure confidence by using rubric and questionnaire. The observation checklist is also prepared to observe the two focuses. Two observer did observation during the implementation of IEGI.

The next step is acting. This is implementation of what we planned in planning stage. The process of learning activities in the classroom are: students are provided by video conversation or reading passage from English newspaper or magazine containing some illustrations of the use of two different tenses e.g. simple present and present continuous tense. Then students are required to

analyze and discuss the given conversation or reading passage in small group which consist of three or four students. Students should identify the verbs in both tenses and then build a rule to explain the different function of each tense. In this small group students have to speak up to express their idea in spoken language which is noted in students participation sheet. Then students also answer the questions in students' worksheet which contain of using tenses in context. In this stage, two observers who observed discussion and checked students' worksheet companied researcher. The finding would be discussed in reflecting.

The next step is reflecting. This step is reflecting what we have implemented in acting stage. Some finding that we found in acting would be revised if it leads to the problem in the classroom.

### 1.4 Data Analyze

The data collected from the instrument is analyzed using Qualitative and Quantitative technique. This qualitative technique used to analyze the data to describe the implementation of lesson plan, teacher and students activities during teaching learning process, students ability in constructing the grammar rule, students participation in group discussion or in whole class, and some obstacles found during implementing EIGI strategy in teaching grammar.

While quantitative technique used to analyze data from rubric, test and

questionnaire. The score for every indicator in critical thinking and confident shown using Likert scale 1-5. Below is the interpretation score based on the interval:

0% - 19,99% = very poor

20% - 39,99% = poor

40% - 59,99% = fair

60% - 79,99% = good

80% - 100 % = excellent

Criteria of success for this reasearch is the score of students in critical thinking and confidence gain level *good* ( 60 - 79.99). it means that if the average score of students reach level *good*, the cycle is stopped

## Result

### 3.1 The result of Critical Thinking skill

In the first cycle which consists of three meeting, the researcher got some data. The description of the implementation of IEGI strategy got from observation. It showed that most of students still got difficulty in drawing pattern of grammatikal structure from the given reading passage. Eventhough they work in small group but they could not finish as the time given. The discussion was dominated by few students. It happened until second meeting, but in the third meeting student could finish in drawing the patern of grammatical structure on time. Otherwise for some question in students worksheet which cover intrepretation and giving argument could not be finished well.

Students also seemed confuse in comprehending the question when they do individual test which asked them to draw conclusion, to interprete, and to give argumentation. Students who can discover pattern of use was only 52, 3% , while for gestion which was making assumption and interpreting 47.6% and answer question by explaining reason was only 42.8%.Those fact describe that students' critical thinking was not good enough. Students were not familiar with IEGI strategy may be the cause.

In the second cycle, students seemed to be familiar with IEGI strategy. They also seemed to have good preparation before coming to the classroom.They tend to have competition in finishing the work faster. They were able to complete the work less than the time given. Even when student answered the test individually, they were able to finish on time. The result was 85.7% students were able to discover pattern use from reading passage given, 80.9% interpreting question, and 76.1% in giving argumentation.

The description of students above was also supported by the data from observation rubric. The presentage of every dimension was increased significantly from the first cycle into second cycle. The dimension of drawing conclusion increased 24%, regognition of assumptions increased 23.81%, making interpretation increased 26.67% expressing idea by giving reason 22.86. the averagr improvement of

students' critical thinking was 28.45%. See Tab. 1

Tab. 1 the improvement of Critical Thinking skill (%)

No	Dimension	Cycle I (%)	Cycle II (%)
1	Drawing conclusion from observation	57.14	81.90
2	Recognition of assumptions	55.24	79.05
3	Making interpretation,	52.38	79.05
4	Expressing idea by giving reason or argumentation	51.43	74.29
<b>Total</b>		<b>216.19</b>	<b>330.0</b>
<b>Average</b>		<b>54.05</b>	<b>82.50</b>

#### 2.4 The result of students' confidence.

The result from observation to describe students' confidence showed that in the first cycle, most of students seemed unconfidence in answering question or deciding the general patter of grammatical structure. They tend to appoint one another as their group had to share the result of discussion to another group. Even if one of students had to present the result of discussion, she preferred to read their note without daring to have eyes contact with others. This condition continued until second meeting in the first cycle. Thus in the third meeting, the researcher used students participation worksheet to record what students had to be spoken in their small

discussion. This recorded students participation sheet was one of the item in students' assesment. Since then students tend to speak to express their idea without being asked.

The data from observation rubric also showed the same result, there was a significant improvement of students' confidence from the first cycle to the second cycle. To perform confidently increase 24.75%, independent 22.86% and taking a risk 20.00%. the average of the improvement was 22.54%. see Tab.2

Tab. 1 the improvement of students' Confidence (%)

No	Dimension	Cycle I (%)	Cycle II (%)
1	Perform confidently	59.05	83.81
2	Independent	56.19	79.05
3	Taking a risk	51.43	71.43
<b>Total</b>		<b>166.67</b>	<b>284.29</b>
<b>Average</b>		<b>55.56</b>	<b>78.10</b>

The data from the questionnaire showed that 90% said that they were not worry to make mistake in grammatical structure since they remembered more the expression from the given reading text or video.

#### 4. Conclusion

From the implementation of IEGI proved that this strategy were able to improve students' critical thinking skill and confidence in learning Tenses. The implementation of deduction or drawing pattern from the given reading text or video

conversation in learning activities, forced them to have critical thinking. While good comprehending of grammatical structure concept based on the context lead them to be confident to speak since they remembered well the grammatical function from the given sources.

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