

CHAPTER 1

INTRODUCTON

This chapter is divided into five parts as follows: background of the study, research questions, limitation of the study, objectives of the study, and benefits of the study.

1.1 Background of the Study

In Indonesia, English is one of the subjects which is taught in Junior High School. The newest government policy mentions that English is one of subjects begun from Junior High School level. English is important, because most all resources of various aspects of life using English, like most of books' sources are using English. So English must be learned by Indonesian students. There are four English basic skills namely: listening, speaking, reading, and writing. In another hand, the students also have to understand the language aspects. The language aspects are grammar, vocabulary, and pronunciation.

Grammar as one of the language aspects in English tells about language rules such as; the structure of language, clauses, and sentences (Cross, 1991, p. 26). The Indonesian students may have some difficulties in learning English grammar. Students assume that in learning grammar, have to remember about the formula which is so complicated, moreover the formula they have to take is foreign language. They also need to take the right verb, tenses, and preposition in the right structure of clause, phrase, or sentence. Zullyetti (2014, p. 4) states that "in curriculum 2013, grammar is considered as important aspect of language learning. It involves functional grammar which is focused more on the meaning than the rules of language". It means that grammar still become one of the important aspects in learning English.

Students' understanding in grammar is usually reflected by a successful teacher's explanations and roles. The teachers' objectives are influenced by their

beliefs in the way they manage the class. As an educator, “teacher is active, thinking decision-makers and makes instructional choices by drawing on complex practically - oriented, personalized, and context - sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p. 81). The role of teacher is very important.

Teachers’ beliefs are needed for understanding and improving educational process. Fauziati (2015, p. 55) mentioned that “the teachers’ beliefs about teaching will reflect everything they do in the classroom”, it is because teacher play a very important role in the teaching learning process and in the professional growth of teachers. Eisenhart et al (1988, p. 54) define belief as attitude which is consistently applied to an activity. Meanwhile, Kagan (1992, p. 65) defines “teachers’ beliefs as tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught”, Kagan also adds that “the teachers’ beliefs have an important relation to their performance in teaching. teachers’ performances in teaching is based on something they beliefs and think”. Hence, the teachers’ beliefs on grammar teaching is so important in terms of influencing their actual practices within the classroom. The good practices will influence the students’ understanding in mastering grammar, although sometimes teachers do indeed have a set of complex belief systems which not reflected with their actual practices.

The are two previous studies about teachers’ beliefs on grammar teaching which match with the classroom practices and mismatch with the actual practices in the classroom. The first, Aljohani (2012) evaluated teachers’ beliefs regarding meaning of grammar, and grammar instruction. In his study, he adopted questionnaire to get the data. The participant in their study were English teachers at tertiary level (Diploma and Bachelor) in Yanbu Industrial City. The sample of the study was chosen randomly and by convenience. Forty-eight non-native English teachers participated. The result of this study showed that teachers significantly believe that grammar instruction should bring the form with the meaning, but result were insignificant regarding the explicit teaching of grammar rules before providing examples. Teachers appear to go with the incidental focus on form. The

second, Hos, & Kekec (2014) examined the mismatch between the teachers' beliefs and classroom practices of non-native English Teachers as a Foreign Language Teacher (FLT) focusing on teaching grammar. This data collected through questionnaire and classroom observation. The result showed that the beliefs and practices were generally aligned but there was a mismatch between what they believed and what they practiced. Most of the participants believed that there was no need to correct the students if they manage to convey their message across, despite grammatical mistakes in their speech. The accuracy should be subordinated to fluency, and the first objective should be to convey message according to the majority, especially at early levels. On the other hand, the classroom observations revealed that teachers generally corrected students' grammatical mistakes although generally, students managed to convey their message across.

Based on the phenomenon that the teachers' beliefs on grammar teaching have the important role in the actual practices, this study describes the teachers' beliefs on grammar teaching and the classroom practices in SMP N 2 Simo. As mentioned, junior high school is the first level which offers English as a compulsory subject. Hence, Junior High School level can be the beginning for the students to learn English skills and aspects. Besides that, SMP N 2 Simo is located in the village which most of the students are passive. So the beliefs on grammar teaching of the teachers are needed in order to build students understanding especially on grammar. The goals of this study were: (1) to describe the English teachers' beliefs on grammar teaching; (2) to describe how the teachers currently practice grammar teaching; and (3) whether the teachers' beliefs on grammar teaching match with the actual practices in the classroom or not. Therefore, this study is entitled **TEACHERS' BELIEFS AND THE CLASSROOM PRACTICES ON GRAMMAR TEACHING IN SMP N 2 SIMO.**

1.2 Limitation of the Study

This study was conducted in SMP N 2 Simo. SMP N 2 Simo is located at Jl. Pendidikan no.1, Kedung Lengkong, Simo, Boyolali 57377, Central Java. The study was only focused to describe the teachers' beliefs on grammar teaching and the actual teaching practices in the classroom without considering other aspects and skills. In addition, this study is only focused on three English teachers in SMPN 2 Simo.

1.3 Research Questions

Based on the background of the study, therefore, this study formulates research questions as follows:

- 1.3.1 What are the teachers' beliefs on grammar teaching in SMP N 2 Simo?
- 1.3.2 How do the teachers currently practice grammar teaching in SMP N 2 Simo?
- 1.3.1 Do the teachers' beliefs match with the actual practice on grammar teaching in SMP N 2 Simo?

1.4 Objectives of the Study

This study aims to describe the teachers' beliefs and classroom practices on grammar teaching in SMP N 2 Simo, focusing on:

- 1.4.1 Describing the teachers' beliefs on grammar teaching in SMP N 2 Simo.
- 1.4.2 Describing the teachers' currently practice grammar teaching in SMP N 2 Simo.
- 1.4.3 Analyzing whether the teachers' beliefs match with the actual practice on grammar teaching in SMP N 2 Simo.

1.5 Benefits of the Study

Based on the objectives of the study above, this study is expected to give relevant contributions for certain fields. It is categorised into two main points as follows:

1.5.1 Theoretical Benefits

- a. The result of this study is expected to expand the knowledge in teachers' beliefs and classroom practices, particularly in expanding The knowledge in teaching grammar.
- b. The result of this study is expected to the development of teachers' beliefs and classroom practices on grammar teaching.

1.5.2 Practical Benefits

- a. For the reader, it is expected to expand reader's knowledge in teachers' beliefs.
- b. For the further researchers, it is expected to be their references in terms of conducting further research.
- c. For the school, it is expected to inform SMP N 2 Simo the way of their English teachers' beliefs on grammar teaching and their classroom practices