

**TEACHERS' BELIEFS AND THE CLASSROOM PRACTICES
ON GRAMMAR TEACHING IN SMP N 2 SIMO**



**Submitted as a Partial Fulfilment of Requirements for Getting Bachelor
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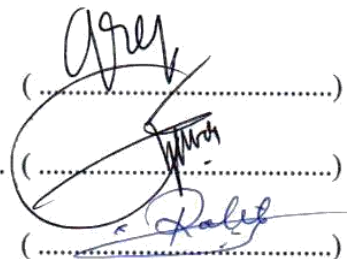
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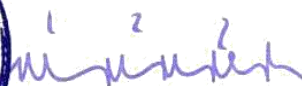
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Abstrak

Tata bahasa mempunyai peranan penting dalam pelajaran bahasa, terutama bahasa Inggris yang merupakan salah satu pelajaran wajib di tingkat sekolah menengah pertama. Pengajaran tata bahasa disekolah mempengaruhi pemahaman siswa, jadi kepercayaan guru dalam pengajaran tata bahasa sangatlah dibutuhkan demi terbentuknya pemahaman siswa terhadap tata bahasa. Tujuan penelitian ini adalah untuk mendeskripsikan kepercayaan guru bahasa Inggris terhadap pengajaran tata bahasa; untuk mendeskripsikan bagaimana guru mempraktekkan pengajaran tata bahasa akhir-akhir ini; dan apakah kepercayaan guru terhadap pengajaran tata bahasa sesuai dengan apa yang dipraktikkannya didalam kelas. Penelitian ini dilaksanakan 2 sampai 15 Januari 2018. Subyek dari penelitian ini adalah tiga guru bahasa Inggris di SMP N 2 Simo. Data dalam penelitian ini diperoleh dari wawancara dengan tiga guru perempuan dan observasi yang dilaksanakan tiga kali untuk setiap guru. Data dari interview menunjukkan kepercayaan guru antara lain: (1) pentingnya pengajaran tata bahasa itu "kondisional", (2) pengajaran tata bahasa itu "penting", (3) metode pengajaran tata bahasa sesuai dengan "kurikulum", (4) pengalaman mengajar mempengaruhi cara mengajar mereka, (5) cara mengajar tidak di mempengaruhi oleh lamanya pengalaman mengajar. Dari observasi menunjukkan bahwa dua guru menggunakan pendekatan deduktif dan satu guru menggunakan pendekatan induktif. Data dari wawancara dan observasi menunjukkan bahwa kepercayaan guru dalam pengajaran tata sesuai dengan prakteknya

Kata Kunci: Tata Bahasa, Kepercayaan guru, Pengajaran grammar, dan Praktek dikelas

Abstract

Grammar has an important role in learning language, particularly in English as one of the compulsory lesson in junior high school. The teaching of grammar at school influences students' understanding, so teachers' beliefs on grammar is needed in order to establish the students understanding of grammar. The goal 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. This study was conducted from 2 to 15 January 2018. The subjects of this study were the three English teachers in SMP N 2 Simo. The data in this study were collected from interview with three female teachers and observations which were conducted three times for every teacher. The data from interviews showed beliefs of the teachers as follows: (1) the importance of teaching grammar was „conditional“, (2) teaching grammar was „important“, (3) the teachers' methods in teaching grammar was „based on the curriculum“, (4) the way in teaching grammar was influenced by „their length of teaching experiences“, and (5) the way in teaching grammar „was not reflected by the teacher's length of teaching experiences“. The observation found that two teachers used deductive approach in teaching grammar while one teacher used inductive approach in teaching grammar. The data from interviews and observations showed the teachers' beliefs on grammar teaching match with their actual teaching practices.

Keywords: Grammar, Teachers' beliefs, Teaching grammar, Classroom practices.

1. INTRODUCTION

The Indonesian students may have some difficulties in learning English grammar. Zullyetti (2014, p. 4) states that “in the curriculum 2013 grammar is considered as important aspect of language learning. It involves functional grammar which is focus more on the meaning than the rules of language”. It means that grammar still become one of the important aspects in learning English, although most of the students assume that in learning grammar they 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. Meanwhile, 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 make 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. They 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. 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 to 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 newest government policy mentions that English is one of subjects begun from Junior High Schools level. Junior High School level can be the beginning for the students to learn English skills and aspects. Ultimately, teachers’ beliefs and the actual practices teachers are needed.

In the fact of teachers' beliefs, SMP N 2 Simo is one of the Junior High Schools which is needed to be known about the teachers' beliefs and the classroom practices on grammar teaching. SMP N 2 itself is located in the village. Grammar as one of the basic of language and one of the aspect in English is very important to be learn, moreover the students in village school who usually have less attention about foreign language. Here the teachers' beliefs and the classroom practices on grammar teaching, take an important part of students understanding in grammar. Based on the phenomenon above, this study conducted the teachers' beliefs and the classroom practices on grammar teaching in SMP N 2 Simo.

2. METHOD

This part showed the research method of the study. This study employed descriptive qualitative approach with focuses on describing teachers' beliefs and their classroom practices in teaching grammar at SMP N 2 Simo. According to Nazir (2005, p. 54), descriptive method "is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present".

The object of this study was the three English teachers' beliefs and classroom practices on grammar teaching in SMP N 2 Simo. SMP N 2 Simo is located in Jl. Pendidikan no.1, Kedung Lengkong, Simo, Kabupaten Boyolali, Jawa Tengah, 7377. The school is located in a village and far from Boyolali, but condition around the school is good and not noisy.

There are two methods for collecting data in this study, namely: interview and observation. The data were from interview transcripts and observation through three English teachers in SMP N 2 Simo. The goal from interview was to find out truthful information about the teachers' beliefs and the classroom practices on grammar teaching in SMP N 2 Simo. Meanwhile, the goal from the observation was to collect the concern

information about the actual practice of teaching grammar in SMP N 2 Simo.

Technique for analyzing data is “a process of arrange and sort the data into patterns, categories, and description of the basic unit” (2006, p. 208). There were two techniques for analyzing data in the methods of collecting data, namely: interview and observation. There were five steps for analyzing data from interview and observation, namely: rereading, coding, classification, data reduction, and drawing conclusion. This study also inserted trustworthiness in order to strengthen the validity of data.

3. FINDINGS AND DISCUSSION

The data of this study was analyzed and the elaborated in the form of description. The finding categorized from interview result and observation result. From these two categories then discussion is presented descriptively based on the research questions. The description as follows:

3.1 What are the teachers’ beliefs on grammar teaching in SMP N 2

Simo?

From the findings collected from three questions about teachers’ beliefs on grammar teaching, it can be seen that; the first point concerns to the three teachers’ beliefs in the importance of teaching grammar. Teacher A believes that the teaching grammar is conditional, she said that grammar should be noted just in writing context and not should be noted in speaking context. Meanwhile, two English teachers (teacher B and teacher C) believe that grammar is important to be taught. They said that grammar should be taught in both of writing context and speaking context, because grammar is the basis in learning language.

The second point concerns to the curriculum issue, all the three teachers have a consensus that their method in teaching grammar is based on the curriculum applicable. Richards and Lockhart (1994) in Fauziati (2015, p. 55) provide guide lines for the investigation of

teachers' beliefs about teaching and learning, which one of them is beliefs about program and curriculum.

The third point concerns the length of teaching experience, teacher A and teacher B believe that their ways in teaching grammar were reflected by the length of teaching experiences. Their experiences as English teachers for 17 years and 28 years have helped them to build their beliefs and method in teaching. Meanwhile, teacher C believes that her length of teaching experiences as an English teacher does not influence her beliefs in teaching grammar. She believes that grammar is important. Even though the current curriculum suggests the teachers to teach grammar implicitly, she keeps teaching grammar explicitly.

3.2 How do the teachers currently practice grammar teaching in SMP N 2 Simo?

The data from observation shows that every teacher has their own characteristic regarding to their methods in teaching grammar. Teacher A taught 7th grade students. Teacher A teaches 7th grade students. In the 1st and 2nd meetings (OBA1 and OBA2), she taught countable and uncountable noun by asking the students to mention the things inside of the classroom. Then in the 3rd meeting (OBA3) the teacher taught describing a person's characteristics, with the grammar focus on the aux-verb. In teaching grammar in writing skill, teacher A asked the students to do a task without explaining the language structure. It is followed by discussing the language structure to get the correct answers. Meanwhile, in speaking skill, teacher A just asked the students to speak up about a person's characteristics without considering the language structure.

Regarding to teacher B, she teaches 7th and 9th grades. For the first and second meetings of 9th grade, she explained a report text. The grammar focus concerns the generic structure of the report text. In the third meeting for the 7th grade, she explained a descriptive topic, that is "describing a person's characteristics", The grammar focus concerns

to the related aux-verb. She explained the grammar before asking the students to do the exercises.

The eighth grade was taught by teacher C. In 1st and 2nd meeting (OBC1 & OBC2) she taught the recount text. Meanwhile, in the 3rd meeting (OBC3) she taught about advertisement. For the grammar focus, teacher C explained explicitly and gave example, as in OBC1 & OBC2. She explained the generic structure of the recount text and how to use V2 for the recount text. This activity is followed by asking the students to do the related tasks. In the third meeting, the teacher did not explain the grammar deeply.

3.3 Do the teachers' beliefs match with the actual practice on grammar teaching in SMP N 2 Simo?

Based on the interview with the three English teachers and observations when they were teaching, it can be seen that; first, regarding to teacher A has some beliefs about teaching grammar as follows; (1) the importance of teaching grammar is conditional, it means that grammar should be noted just in writing context and should not be noted in speaking context, (2) the method in teaching grammar is based on the curriculum applicable, and (3) the way in teaching grammar was reflected by their length of teaching experiences. These beliefs match with her actual practices. In OBA1 & OBA2, she taught to write or describe the classroom, she told about the right structure after gave exercise to the students and the students were invited to learn that in implicit way. Then in OBA3 she taught speaking context, and she asserted to the students that the students have to try to speak English.

Second, regarding to teacher B she believes that grammar is important to be taught, her teaching method is based on the curriculum, and her way of teaching is influenced by her length of teaching experience. These beliefs match with her actual practices. In OBB1 and OBB3, she taught a recount text by implementing deductive

approach. in OBB2, teacher A also implementing the same approach in teaching “describing person.

Third, teacher C has some beliefs in teaching grammar as follows; grammar is important to be taught, her method in teaching grammar is based on the current curriculum but for grammar focus she keeps on explaining in her own way, and her length of teaching experiences as teacher does not change her beliefs on teaching grammar. These beliefs match with her actual practices, it can be seen from OBC1 and OBC2, she applied the inductive approach. Meanwhile, in OBC3, she did not teach grammar as much as in OBC1 and OBC2 since the material didn’t need to cover grammar at all.

4. CONCLUSION

This part discusses about the overall conclusion of the contents of the study. Teacher’s beliefs in grammar teaching is a crucial aspect because it might reflect their teaching method. Grammar as the basis of language and as one of the aspects in learning English is very important for the learners. Hence, teacher’s roles and beliefs are very crucial in order to get best result in learning English.

All of the three English teachers have their own beliefs on grammar teaching which might be similar to one another. First, teacher A, believes that the importance of teaching grammar is conditional, whilst teacher B and teacher C believes that grammar is important to be taught. Second, all the three teachers” Reflect the curriculum in their teaching grammar methods. Third, teacher A and teacher B believe that their ways in teaching grammar are reflected by their length of teaching experiences. Meanwhile, Teacher C believes on contrary.

On the other sides, all of the three English teachers” beliefs about teaching grammar match with their actual practices. What they really think about teaching grammar always they show up in the classes. Teacher A gave some tasks first then discussed the right structure together with the

students, then teacher B explained the right structure first then gave some tasks, and teacher C gave some examples then discussed and explained the right structure in detail, after all it done the teacher gave some tasks to the students. It proves that all of the teachers aware with deductive and inductive approaches in teaching. While teaching, teacher A used inductive approach, whereas teacher B and teacher C used deductive approach.

The finding of the study showed that all the three English teachers' beliefs on grammar teaching match with their actual practices, but teacher B has difficulty in teaching to the students in unpopular school and most of them are mostly passive. In this side, there is a need to hold professional development for the teachers who have difficulty such as teacher B. Professional development hopefully can assure the teacher in solving the problem that occur in the classroom. This research also has several suggestions that can be considered by further researcher, as follows: involving teacher association as research participant, involving grammar's book as the focus of research, and conducting a research in another school.

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