TEACHERS’ BELIEFS AND CLASSROOM PRACTICES IN TEACHING GRAMMAR
A Case Study at Basic English Course (BEC) Pare Kediri

Submitted in partial fulfillment of the requirement for the degree of Magister Pendidikan in English Language Education

by

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PRONOUNCEMENT

This is to declare that I myself wrote this thesis, entitled “Teachers’ Beliefs and Classroom Practices in Teaching Grammar”. It neither contains plagiarism nor is written by others. Anything related to others’ work is quoted accordingly, the source of which is listed on the bibliography. If then this pronouncement proves incorrect, I am ready to accept any academic punishment including the withdrawal or cancellation of my academic degree.

Surakarta, Januari 2015

Surabiya

commit to user
ACKNOWLEDGEMENT

I would like to thank Allah SWT, for without his divine blessing, this thesis would not have been completed. In addition, I would also like to express my gratitude to the people who have massively contributed to the completion of this thesis:

1. Rector of Sebelas Maret University.
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7. The teachers and the students who have been the respondents in this research.

Lastly, I humble welcome any sort of criticism and suggestion for further improvement. Hopefully this thesis gives beneficial to the readers.

Surakarta, January 2015

Surabiya
MOTTO

“The best human being is someone who is the most beneficial to others.”

(Hadith)
DEDICATION

This thesis is dedicated to:

My parents, although they are no longer of this world. May Allah (SWT) grant you Jannah Firdaws. Amen.

My dearest wife who always supports me,

My beloved kids, Anisa and Afdl whom I can’t force myself to stop loving,

All of my family, the symbol of love and giving,

My friends who support and encourage me,

All the people in my life who touch my heart,

I dedicate this thesis.
ABSTRACT


This study is a case study which has four main objectives: 1) to identify teachers’ beliefs in teaching grammar at Basic English Course in Pare Kediri East Java, 2) to identify the principles which underly the teachers’ beliefs in teaching grammar at Basic English Course in Pare Kediri East Java, 3) to describe how teachers’ beliefs in teaching grammar reflected in the classroom practice at Basic English Course in Pare Kediri East Java and 4) to identify learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at Basic English Course in Pare Kediri East Java.

The writer uses the descriptive qualitative research. The data was collected through interviewing the respondents (teachers and students); observing the class and from the questionnaire. In analyzing the data, this study used the Grounded Theory research method, which was discovered by Glaser and Strauss (1967) to expand theory that emerges from the reality (data) where the theory is developed from. Moreover, the data of questionnaire was adapted from Lee Kit (2008).

The analysis of teachers’ beliefs yields the following results. 1) BEC teachers believe that teaching grammar is placed the highest level of importance. The beliefs have been influenced by some factors such as; Mr. Kalend doctrine, teachers’ experiences, teachers’ teaching goals, and the use of references. 2) There are four principles underlying the teachers’ beliefs. They are: a) grammar is best taught in natural use of language, b) grammar should be taught explicitly or deductively, c) both of teachers and students are responsible in grammatical error correction and d) the spoken and written grammatical errors should be corrected immediately. 3) The classrooms observation showed the teachers’ practices in teaching grammar apply some methods, such as Communicative Language Teaching (CTL), Grammar Translation Method (GTM) and Drilling Method with the stages of teaching and learning process are opening activities, main activities and closing activities. 4) The learners’ perception towards teachers’ beliefs and practices in teaching grammar at BEC Pare Kediri East Java has brought into three points of views: a) the learners’ experiences is practice-oriented, b) the learners has good impressions and high motivation and c) the learners’ view that teaching and learning grammar process is suit with their needs.

In accordance with the pedagogical implication of this study, the findings of this study invite the formal school to adapt the certain method in teaching grammar applied at BEC Pare Kediri which may lead to achieve the same learning outcomes. The method, for sure, should provide teachers with adequate guidelines to cope with the different needs, learning preferences and expectations of their students. Additionally, this study encourages the BEC management to provide their teachers with more professional development program related to grammar teaching.

Keywords: teachers’ beliefs, students’ perception, grammar, Basic English Course (BEC)
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CHAPTER I
INTRODUCTION

A. Background of the Study

Nowadays, Pare is phenomenal. As a village, Pare is a phenomenal place because it is known as English Village which began since three decades ago. Pare as an English Village provides the strategic position to learn English. In Pare, people can speak English through various methods. English is an obligation when globalization comes true, and study English in Pare is a right choice to face globalization. As an English Village, Pare has more effective and efficient methods than the other places.

Pare has significant development, especially for its English Village in Tulungrejo. Students in Pare are not only from around Java but also from Sumatera, Kalimantan, Sulawesi, Maluku, Lombok, Papua, and other places in Indonesia. They are in Pare to study English. The students study English in camps/class that is suitable to their needs and purposes, such as general English, speaking, writing, reading, listening, translating, grammar, pronunciation, expression, idiom, TOEFL, IELTS, First Certificate, English Culture etc. However figures (Mr.Kallen, Mr.Ramdan, Mr.Putut, Mr.Edi, Mr.Ten, etc), courses (ACCESS, BEC, The Daffodiles, Smart, etc.), students, and camps (ACCESS, Marvelous, GLOBAL, Mahesa, etc) contribute Pare’s development recently.
One of the most popular English courses in Pare is Basic English Course (BEC). It was known as an Islamic English course in Indonesia. It is popular enough so that it has already had about 12,000 alumni from various towns in Indonesia. This course is located at a small district named Pare which is about 30 kilometers in the north east of Kediri Regency, East Java. The exact address is on Anyelir Street 8, Palem, Pare, Kediri, East Java, P. O. BOX 146. The phone number is (0354) 392987. This address was truly the place where the founding father, i.e. Kallend Osein, and his family lived. Because of the existence, Pare, that was a lonely place, is then to be an English studying center. More than twenty English courses established by the graduates of BEC there. That is why the small district is amazingly visited by many people every year to study English intensively at the English courses. This automatically makes the economics of Pare increase. Among the English courses, BEC is the most popular one according to the respondents filling in the observation check-list distributed by the writer. Wahani (2001: 6) regarded it as one of the largest English courses in Kediri even in East Java. BEC is so unique that it can fulfill the expectation of being able to speak English without paying such a usual expensive fee (Gatra, April 4th 2005).

In fact, a number of reports show that Indonesian learners’ commonly have not attained a good level of speaking English proficiency. Eviyuliwati (1997) who conducted a research at SMU IKIP Malang reported that students have difficulties in using grammar and in applying new vocabulary items in speaking class. In addition, Tutyandari (2005) mentioned that the students keep silent in speaking class because they lack self-confidence, lack prior knowledge and
because of poor teacher-learner relationship. It is reflected on the types of classroom tasks provided by teachers. Since the teachers have an important role in fostering learners’ ability to speak English well, they need to maintain good relation to EFL learners, to encourage them to use English more frequently and to create fun classroom activities. All of the teachers’ objectives, of course, are influenced by their belief in what way the classroom should be managed. From those two evidences, the writer argues that Indonesian EFL learners face problems in developing their speaking performance in classroom practices relate to the linguistic factor (grammar) and the personality factor (teacher’s belief).

In this study, grammar refers to the body of rules which underlie a language, and this covers rules that govern the structure of words, clauses and sentences (Cross, 1991:26). Meanwhile, Kagan’s (1992:65) defines teachers’ beliefs as tacit, often unconsciously held assumptions about students, classrooms and the academic material to be taught. She further adds that teachers’ beliefs have an important bearing on the instruction they provide to students.

On the importance of understanding teachers’ beliefs, Johnson (1994:439) outlines the following three assumptions that underlie the teachers’ beliefs: (1) teachers’ beliefs affect perception and judgment, (2) teachers’ beliefs are reflected in classroom practices and (3) there is a need to understand teachers’ beliefs with a view to improve teaching practices and teacher education programs. Therefore, Borg (2003:81) suggests that teachers are active, thinking-decision makers who make the instructional choices by drawing on complex practically-
oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs.

Since the teachers are active decision makers in classrooms and they are mainly responsible for what goes on there, it seems necessary to explore certain issues regarding to their belief. Besides, one of the most controversial debates in language teaching is about grammar teaching. Then, the teachers’ belief of teaching grammar in the classroom becomes a great issue to be discussed. Should the teacher believe that teaching grammar is extremely essential to be applied in the classroom? And how that beliefs influence the classroom practices? Both centered questions lead into the possible factors that may affect the teachers from transforming their beliefs into actual classroom practices.

Rooted in this brief explanation and a dearth of research conducted about the relationship between teachers’ belief and their practices in teaching, the writer is interested more to conduct a study that bring the brighter point of view on that issue. Since grammar has been a long problematic area for both teachers and learners in classrooms, mainly in improving students’ speaking proficiency, this study focuses on the relationship between teachers’ belief and different approaches applied in classroom practices to grammar teaching in speaking class.

Recently, there is a research about teachers’ beliefs and practices in teaching grammar conducted by Sabiq (2013). This research investigated five English teachers from two State Senior High Schools in the eastern part of Cirebon Regency, West Java, Indonesia. The results of the study revealed that: (1) teachers believe that grammar is the structural patterns or rules which construct a
language, that it is more important for writing activities rather than speaking, (2) in the term of practicing teaching which are in line with their beliefs on the importance of grammar in the context of curriculum, a group of teachers practice it as an internalized and subordinated part of teaching the text while the other one practice it as a stand-alone part among the other features of a text, and (3) there were five identified factors as influencing teachers’ belief and practices in grammar, such as experiences, understanding of the current curriculum, collegiality, references and workshop/training.

From that previous study and some references the writer have read, there are many studies investigated language teachers’ beliefs and attitudes towards grammar teaching in formal school, such as primary and secondary school. Moreover, those previous studies were only limited and focused either on the approach and technique of teaching grammar based on their beliefs. Furthermore, the study of teachers’ beliefs also has not been done yet in the non-formal school, such as English Course. Being aware of that fact, the writer wants to explore teachers’ beliefs in teaching grammar and the classroom practices applied in a language course.

With regard to the reality of how English can be learnt simply just by having a short course in Pare Kediri, the writer is very enthusiastic to conduct a research in one of the English Course available, Basic English Course. Several motives come to my mind before deciding BEC as the subject of my study. First, this is the elderly course in Pare which has been succeeded to be the leading light
of other English courses. Second, this course offers three programs (Basic Training Course/ BTC, Candidate of Training Class/ CTC and Training Class/ TC) in which are oriented in improving speaking proficiency and focused on grammar such as tenses, active/ passive voices, direct/ indirect speech, etc. Last but not least, the writer concerns to carry out the study in BEC because of the friendship rationale. There are five of my colleagues who are also willing to conduct a study in BEC with different pedagogical aspects such as the students’ motivation, the classroom management, the academic standards, the textbook used and the course management.

The importance of studying English teachers’ beliefs in teaching grammar and observing the teachers’ classroom practices in Basic English Course Pare, Kediri leads into the case study of six English teachers/ tutors. Presumably, researching teachers’ beliefs requires the data which cannot be collected (merely) quantitatively. It needs to be conducted through interviews and observations. Suddaby (2006: 636) also states that there must be some degree of congruence between the research questions and the method addressed the questions. The objective of this study is to generate theory rather than to test certain hypothesis. It is for those reasons, then, the Qualitative Approach and Grounded Theory Method are chosen to conduct this research.
B. Problem Statements

In accordance with the background of the study, the writer formulates these following research questions:

1. What are teachers' beliefs in teaching grammar at Basic English Course in Pare Kediri East Java?
2. What principles underly the teachers' beliefs in teaching grammar at Basic English Course in Pare Kediri East Java?
3. How are teachers' beliefs in teaching grammar reflected in the classroom practice at Basic English Course in Pare Kediri East Java?
4. What are learners' perceptions toward teachers' beliefs and practices in teaching grammar at Basic English Course in Pare Kediri East Java?

C. Objectives of the Study

This research is aimed at solving the research questions which have been stated in the previous section. These are:

1. To identify teachers’ beliefs in teaching grammar at Basic English Course in Pare Kediri East Java.
2. To identify the principles which underly the teachers’ beliefs in teaching grammar at Basic English Course in Pare Kediri East Java.
3. To describe how teachers' beliefs in teaching grammar reflected in the classroom practice at Basic English Course in Pare Kediri East Java.
4. To identify learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at Basic English Course in Pare Kediri East Java.
D. Significances of the Study

After this study has been completed, the writer hopes that it would give some significance as follows:

1. **Theoretically**, this study tries to enrich the knowledge about teachers’ beliefs and to offer the theoretical basis for the application of teaching grammar in relation to the teachers’ beliefs especially in English courses. Teachers’ beliefs are very important because of some reasons. First, teachers’ beliefs affect teachers’ perception and judgment. Second, teachers’ beliefs are reflected in classroom practices. Third, teachers’ beliefs can improve teaching practices and teacher education program. Based on those three considerations of the importance of conducting a research in teachers’ beliefs area, the writer hopes that this study can present the valid theory about the close relationship between teachers’ beliefs and grammar teaching in classroom practices. Furthermore, this study came to provide some literatures related to the teachers’ beliefs in grammar teaching of the English course which has been popular around this country.

2. ** Practically**, the writer would like to assist the readers especially the English teachers, either from formal or non-formal institutions, in understanding the importance of teaching grammar with the intention of setting their beliefs and reflecting those beliefs in their classroom. The majority of English teachers are coming from the different ethnicities with different learning and teaching...
backgrounds. Therefore, they bring different personal theories and perspectives to language teaching in general and to grammar instruction in particular. Thus, this study hopes to inspire the English teachers, especially in Basic English Course Pare Kediri to reevaluate and reflect on their teaching practices with regard to grammar. It may also help other English teachers to reconsider their beliefs, which may eventually lead to drastic changes in their classroom practices. The study also aims to enrich the data of the curriculum developers, teacher trainers and the educational researchers regarding the different approaches that the teachers adopt in teaching grammar at Basic English Course Pare Kediri, which may help the manager, developers and teachers to create suitable professional development courses management.

3. Pedagogically, the writer would like to dedicate the findings to the English teachers and students when they are conducting the teaching and learning of grammar. This study hopefully can contribute the knowledge on how to develop the learners’ skills fulfilled with all communicative competences, include the grammatical competence, owned by the students appropriately. This study is also support the idea about teachers’ beliefs in educational reform. The necessary point for developing the reformed approach in teacher education is the development of grounded view of learning that shifts from the traditional into the modern teaching learning approach which include the deeper understanding about subject matter, teaching to accommodate the different learning needs and styles, the opportunities in mastering the knowledge and constructing the teaching beliefs and understanding. Regarding
that point, analyzing the teachers’ beliefs in such an educational institution especially in non formal education is very important so that it will reform the traditional method of teaching and learning into the most up-to-date method which hopefully will not decrease the good quality of the previous experience of teaching.
CHAPTER II
LITERATURE REVIEW

This chapter covers the theoretical descriptions and review of relevant literatures. The theoretical descriptions deal with teachers’ beliefs, teaching grammar, speaking class and non-formal education. The review of relevant literatures deal with some inspiring studies related to this study.

A. Theoretical Review

This theoretical description consists of three areas. Those are review of literature on teachers’ beliefs, grammar teaching, speaking classroom and non-formal education.

1. Teacher’s Beliefs

In this first part, a review of the literature on teacher’s beliefs is presented. Without wanting to be exhaustive, the writer has restricted his review to the issues that are directly relevant to this study, namely: (a) the emergence of teacher cognition as a research area, (b) the description of teacher beliefs, (c) the origins of teacher beliefs, (d) the content of teacher beliefs, (e) the relationship between beliefs and practice, and (f) the teachers’ beliefs in teaching context. The aim of the review is to make sense of teachers’ instructional practice in order to understand the thoughts, assumptions, knowledge, and beliefs that underlie their classroom action.
Teacher Cognition as a Research Area

Teacher cognition received scant research attention before the 1970s, when studies on teaching within the field of general education were characterized by the behaviorist paradigm. For many years, the focus of much research activity was on teaching effectiveness, which was explored by correlating patterns of teaching behavior with students’ academic achievement. Underlying this approach of research is a conception of teaching proposed by Cochran-Smith & Lytle (1990:2) wherein teaching behaviors are considered ‘causes’ and student learning is regarded as ‘effects’.

Then in the 1970s, a paradigm shift occurred when increasing attention was paid to the “mental lives of teachers” (Clark & Peterson, 1986). It was thought that understanding the ways in which teachers think would throw more light on the processes of teaching and learning than a narrow focus on what teachers do in the classroom. Calderhead (1996: 710) stated three major reasons account for the emergence of this new line of research. *First*, there was a growing dissatisfaction with the behaviorist tradition, which defined teaching effectiveness in terms of behavioral skills and “left much of the skillfulness of teaching out of the account” *Second*, developments in cognitive psychology led to the realization that teaching is a thoughtful process. Cognitive theories suggest that one’s knowledge and beliefs play a central role in thinking and acting and that such knowledge and beliefs shape how and what individuals learn. In conducting research on teaching, therefore, the thought processes that lie behind observable
instructional behaviors must be properly understood. Third, ethnographic and qualitative methodology was gaining in currency and significance in educational research. In one of the first studies on teachers’ cognition, for example, Jackson (1968) drew on the qualitative tradition and described in impressive detail the mental constructs and processes that underlay the behavior of 50 elementary teachers. In particular, Jackson’s distinction between pre-active and interactive teaching provided the theoretical framework there was repeatedly drawn on in subsequent studies on teachers’ decisions.

By the time, Chaudron (1988) found a large number of studies in 1980s focus on the language classrooms which have been classified under the rubric of ‘classroom-oriented research’. Topics that were investigated in depth included teacher talk, student talk, learner strategies, and teacher-student interaction. Studies on these topics have two major characteristics. First, they tended to derive their data from laboratory or contrived contexts rather than genuine classrooms, a method which Nunan (1991) critiqued as being uncontextualized. Second, they tended to focus on classroom process variables which were tangible. There were few studies that examined the knowledge and beliefs of language teachers.

Beginning from the late 1980s, it was increasingly realized, by both general education researchers and applied linguists, that teaching is “a complex cognitive skill” (Leinhardt & Greeno, 1986). In consequence, Freeman (1995:581) stated that teaching cannot be studied by reducing it solely to behaviors, observable phenomena, or investigations of what people do in classrooms. Instead, teaching should be understood in its own terms, i.e. from
teachers’ perspectives. This initiated a change in research emphasis, and studies on teacher cognitions as “a new area for enquiry” began. A range of thought processes of ESL teachers have been examined, including: teachers’ decision-making, teachers’ self-reflection, teachers’ pedagogical reasoning skills, teachers’ knowledge, teachers’ principles, teachers’ language teaching expertise, teachers’ personal practical knowledge, and teachers’ beliefs.

In brief, recent years have seen a growing interest in teachers’ beliefs in both general education and second language teaching research. Clark (1988) declared the new area of research on teachers’ belief is based on two cognitive assumptions. The earlier assumption is teacher beliefs influence perception and judgments which, in turn, affect what teachers say and do in classrooms. The next assumption is teacher beliefs act as “intuitive screens” which have a filtering effect on how teachers learn to teach. These intuitive screens are used to make sense of pedagogical information, i.e., to interpret new information about teaching and learning and to decide how that information is translated into classroom practices. The practical consequence of these assumptions is that to understand teaching and to improve teaching practices, the beliefs that teachers hold must be properly addressed.

b. The Definitions of Teachers’ Beliefs

As mental construct, “beliefs” are not easily defined. There are a wide range of terms as loose synonyms of the concept. In general education research, for example, Pajares (1992) observed that the following words had been used to
refer to beliefs: attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, preconceptions, implicit theories, personal theories, internal mental processes, rules of practice, practical principles, and perspectives.

In spite of the terminological confusion, however, there are some consensus in the literature about the nature of beliefs and their effects on action. Harvey (1986:660) characterized beliefs as a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action. Meanwhile, Richardson (1994:91) maintained that beliefs are an individual’s understandings of the world and the way it works or should work, may be consciously or unconsciously held, and guide one’s actions. From the field of second language teaching, Richards (1998:66) explained that teachers’ beliefs are the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom.

In reviewing an “overwhelming array” of terms used to describe teachers’ cognitions, Borg (2006:35) came to the conclusion that beliefs are an often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic – i.e. defined and refined on the basis of educational and professional experiences throughout teachers’ lives. These constructs have been characterized using a range of psychological labels … which may often be distinguished at the level of theoretical or philosophical debate but which seem to defy compartmentalization when teachers’ practices and cognitions are examined
empirically. In short, beliefs are personal, diverse, idiosyncratic, and experiential. They encompass values, theories, assumptions, and so on. Moreover, they influence thinking and doing.

In one of the most detailed studies on ESL teachers’ beliefs, Woods (1996:195) used three terms to refer to what teachers know and believe: “knowledge”, “assumptions” and “beliefs”. In his words:

The term “knowledge” to refer to things we “know” – conventionally accepted facts. In our society today, for something to be conventionally accepted, it generally means that it has been demonstrated or is demonstrable.

The term “assumption” normally refers to the (temporary) acceptance of a “fact”...which has not been demonstrated, but which we are taking as true for the time being.

Beliefs refer to an acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable, and for which there is accepted disagreement.

Although this distinction seems to be conceptually clear, the data collected by Woods (1996:194) showed that there is actually a lot of overlap in the concepts. He stated that the ‘use’ of knowledge in teachers’ decision making process did not seem to be qualitatively different from the ‘use’ of beliefs. He used the following example to illustrate this point. A teacher knows/believes that her students don’t like to work in groups. One day, she asks the class to do a homework assignment in groups, and the students respond by groaning. Using what she knows/believes, the teacher interprets the students’ groans as being caused by the students’ attitudes about group work. This event is then remembered by the teacher not simply as groans, but in terms of her assumptions about what caused the groans, and is stored as a further item of knowledge/belief.
This example shows that the teacher’s interpretation of the event may be based on what the teacher knows, what the teacher believes, or what the teacher believes she knows.

In this study, knowledge is inseparably intertwined with beliefs. Thus, no attempt has been made to distinguish between the two concepts.

c. The Origins of Teachers’ Beliefs

The teacher cognition literature has identified a number of sources which influenced on teachers’ beliefs. They are:

1) Teachers’ personal experiences and understandings

This source contributes a significant ways to the development of teachers’ personalities which in turn influences the development of his/her beliefs. Richard and Lockhart (1994:31) described an extroverted teacher with an outgoing personality who believed in the use of drama in teaching conversational skills. In this case, personality had a direct relationship with a belief about teaching.

2) Teachers’ experience with schooling and instructions

It is often mentioned that teachers’ learning experiences in their own classrooms function as an “apprenticeship of observation”. Ibid (… :160) mentioned that after spending “10,000 hours in classrooms” as students, teachers often hold strong views about what they want to be and what to do in teaching. At the same time, teachers’ teaching experiences in their own classrooms allow them to experience what methods or techniques work best in
their contexts, thus helping them to develop particular pedagogical beliefs (Richardson, 1996).

3) Teachers’ formal knowledge acquired through professional training

This knowledge includes teachers’ understanding of the nature of subject matter and how students learn it, and teachers’ experience of classroom management, models of teaching, classroom environment, and so on. Formal knowledge has a powerful impact on teachers’ thinking, e.g. how best to approach the teaching of a second language, whether to adopt teacher-fronted instruction or to use small group work. It is likely that a professionally trained teacher with formal knowledge of subject matter and of teaching may have beliefs that are quite different from an untrained teacher without this knowledge.

4) Teacher education

Mellado (1998) mentioned that teacher education aims to foster the processes of teacher change and development. Grossman’s (1990) study of six English teachers provides evidence for this. Three of the teachers, who had attended a professional course, shared similar views about teaching, e.g. helping students to bring in their own experience in understanding literature and using a process approach to writing. All three teachers attributed their beliefs to the input they had received from teacher education. The other three teachers had no professional training and were found to have widely different conceptions of teaching. Thus, despite any limitations of teacher education, it does provide an important source of teachers’ personal theories.
5) Teachers’ context of work

It plays a critical role in shaping the teachers’ philosophy of teaching and instructional approaches. Experienced teachers in a school often exert influence on new teachers to conform to their teaching norm. Constraints of the teaching context such as heavy teaching load, large class size, low student motivation, and lack of classroom discipline may also pressure teachers away from the beliefs which they have acquired on teacher education courses towards a more traditional view of teaching and learning (Pennington & Richards, 1997). In short, the school environment influence on teachers’ beliefs.

d. The Content of Teachers’ Beliefs

There is a growing body of research on what teachers believe in. The following section will review three contents of teachers’ beliefs. They are teachers’ beliefs about learning, teaching, and subject matter.

1) Teachers’ beliefs about learning

In the field of general education, Tang (2001) identified six conceptions of learning that the teachers’ held in the classroom; the first three conceptions are regarded as ‘text focused’ and the rest as ‘meaning focused’:

a) Acquiring knowledge – The learner’s role is to gain more knowledge in books or course materials by putting in efforts.
b) *Preparing for examinations or completing assignments* – The learner is to fulfill the requirements of the course by learning key points for answering questions.

c) *Applying* – The learner is to learn theories and methods and apply them in real-life situations.

d) *Explaining and relating phenomena* – The learner’s role is to pick up theories and use them to explain and relate phenomena.

e) *Changing perspectives or attitudes* – The learner is helped to see the inadequacy of his or her own perspective and to gather new perspectives.

f) *Personal development* – The learner’s personal development is stressed, with an emphasis on the learner’s moral aspects.

Meanwhile, in the field of second language teaching, teachers’ beliefs about learning have on the whole been less well explored. Brindley (1984: 97) is one of the few studies which claimed that learning consists of acquiring knowledge through encountering experience and learning a language consists of learning the structural rules of the language and the vocabulary through such activities such as memorization, reading and writing.

Other researchers have conducted studies about teachers’ cognitions which provide fascinating insights into what ESL teachers’ beliefs about learning. Tsui (2003), for example, presented rich descriptions of four secondary ESL teachers’ knowledge, beliefs, and instructional practices. One of the teachers, Marina, believed that students should produce things when they learn English. She did not think it necessary for students to use their mother
tongue to master the language, but they could learn effectively by working in
groups and collaborating with each other. She also emphasized motivating
students to learn by giving them a sense of achievement and letting them know
that they were making progress. Another teacher, Eva, had different beliefs
about learning and learners. She saw students as individuals who should be
respected, and felt it important to value each student’s contribution in class.
Thus, after a student had answered a question, she seldom said whether the
answer was right or wrong but encouraged other students to comment.
Underlying this practice was a belief that establishing trust and a close
relationship with students promoted learning. However, some students felt a bit
lost when they did not have the final word from the teacher. Cases such as
those reported by Tsui (2003) provide insights into ESL teachers’ beliefs about
learning, but such studies are relatively scant in the literature. This calls for
further investigation of teachers’ beliefs using the case study paradigm.

2) **Teachers’ beliefs about teaching**

A teacher’s beliefs about teaching include what he or she considers to
be models of effective instruction, instructional approaches, his or her teaching
role, and appropriate classroom activities. This category of belief has been
investigated in a number of studies in both the fields of general education and
second language teaching, as summarized below.

In the field of general education, two strands of research have
addressed the question of what teachers believe about teaching. The first strand
has investigated teachers’ “conceptions of teaching” while the second one has focused on “the metaphors and images” that teachers use to talk about their work.

In the first strand of research, Kember (1997) reviewed 13 studies of mainly Western university academics and identified four conceptions of teaching: (1) imparting information, (2) transmitting structured knowledge, (3) facilitating understanding, and (4) conceptual change/intellectual development. He then reduced these first two classes into the “teacher centered/content oriented” category, and the two others into “student centered/learning oriented” category. In a related study, Gao and Watkins (2001) explored the teaching conceptions of secondary school teachers of physics in mainland China. They found that the teaching conceptions were: (a) The Chinese teachers seemed to view students’ examination performance as the most important indicator of successful teaching, and (b) The Chinese teachers seemed to combine classroom teaching with the cultivation of good learning attitudes and good conduct.

To summarize, one strand of research on teachers’ thinking has identified two broad views of teaching. These range from a focus on the teacher/content to a focus on the students/learning.

The second strand of research has examined teachers’ beliefs about teaching through their use of metaphors and images. According to Lakoff and Johnson (1980:3), “Our ordinary conceptual system, in term of which we both think and act, is fundamentally metaphorical in nature”. It has therefore been
suggested that the metaphors teachers use to express themselves in order to reveal significant features of their beliefs and values.

Teachers’ metaphors are not just windows on their minds. They have a behavioral component and impinge on classroom procedures. Munby and Russell (1990) illustrated this in their description of a teacher who used the metaphors of “a captain of a ship” and “an entertainer” to characterize his teaching role. As the metaphors were incompatible, they not only caused confusion for the students as the teacher switched from one metaphor to another, but also created difficulties in the teacher’s approach to teaching.

In addition to metaphors, teachers have also been found to hold images of teaching and learning. Elbaz (1983) characterized “image” as a brief, descriptive statement which captures some essential aspect of a teacher’s perception of his/her teaching, his/her situation in the classroom, and him/herself. Using this concept as general metaphors for thinking about teaching, Clandinin (1986) described teachers with images of “classroom as home” and “language as the key”, which shed light on their understanding of classroom processes. Similarly, Calderhead and Robson (1991) identified such images as “the teacher as an enthusiastic and approachable person”, “the classroom as a lively place where a lot of questions are asked and answered”, “teaching as being patient with students”, “the teacher as a helper”, and “teaching as having a good relationship between teacher and children”. These images affected what the teachers found relevant and useful in their professional preparation, and how they analyzed their own practices.
In the field of second language teaching, there are three main lines of research on teachers’ beliefs about teaching. These have focused on (a) ESL teachers’ views of teaching, (b) ESL teachers’ beliefs about teacher role, and (c) ESL teachers’ metaphors. The brief explanations of those three lines are as follows:

a) ESL teachers’ views of teaching

Richards, Ho, and Giblin (1996:252) identified three views of teaching. They are:

(1) A teacher-centered perspective
This sees the teacher as being the primary focus. In other words, lessons are perceived primarily in terms of “classroom management, teacher explanations, teacher questioning skills, teacher presence, voice quality, manner, and so on”. Performance by the teacher is stressed.

(2) A curriculum-centered perspective
This sees the lesson as an instructional unit. Key features emphasized include “lesson goals, structuring, transitions, materials, task types, and content flow and development”.

(3) A learner-centered perspective
This sees the learners as the primary focus. “This views the lesson in terms of its effect on learners and refers to such factors as student participation, interest, and learning outcomes”.
b) ESL teachers’ beliefs about teacher role.

Falvey (1983) in Young & Lee (1987:85) explored ESL teachers’ beliefs about teacher role and classified the native-speaking ESL teachers into these following types:

(1) The transmission teacher
This type of teacher believes that the teacher’s role is to provide information and whose approach “encourages students to contribute to classroom communication only through the presentation of a finished draft, of a well-thought-through idea”

(2) The interpretation teacher
This kind of teacher believes that the teacher’s role is to set up “a dialogue in which the learners can reshape their knowledge through interaction with others”. Students are “free to explore the subject in collaboration with other students and with the teacher without the fear of the teacher’s judgment in terms of right or wrong”

c) ESL teachers’ metaphors

Cortazzi and Jin (1999) have explored ESL teachers’ beliefs about teaching through their use of metaphors. In a study of a large sample of teachers and students, they discovered a large number of metaphors of teaching and learning that teachers, trainee teachers, and students held. For the purposes of this review, only those metaphors elicited from trainee teachers will be summarized. Nine generic metaphors were identified: teaching is a journey; teaching is food/drink/cooking; teaching is plant growth and cultivation;
teaching is a skill; teaching is an occupation; teaching is entertainment; teaching is searching for treasure; teaching is family relationships; and teaching is construction/(part of) a building. While these metaphors shed considerable light on the teachers’ beliefs about teaching, their origins were not traced, nor were their influence on classroom actions explored.

3) Teachers’ beliefs about subject matter

In the field of general education, studies of teachers’ beliefs about their subjects have taken place in Science, English Literature, Mathematics, Foreign Language, and Social Studies. This following example is a study of teachers’ beliefs about English literature conducted by Grossman (1991) who described three orientations of beliefs which she termed as ‘text-orientation’, ‘reader-orientation’ and ‘context-orientation’.

The text-orientation viewed the meaning of a literary text to be in the text itself, in the language, tone, theme, and structure used. The reader-orientation considered the meaning of a literary text to be personal and subjective, rather than universal and objective. Finally, the context-orientation assumed that the meaning of a literary text was psychological and political, and therefore theoretical frameworks from psychology and history would be needed in the reader’s interpretation of the text.

In studying three teachers using the case study paradigm, Grossman found that these orientations or beliefs about subject matter influenced their instructional judgments and decisions. For example, while a teacher with a text-
orientation found her students’ personal responses to literature to be interesting, she would not accept them as valid interpretations unless they were supported with proof from the text.

In the meantime, teachers’ beliefs about subject matter in the second language teaching, language is not only the means by which the subject matter is taught but also the subject matter itself. In the ESL research literature, ESL teachers have been found to hold different conceptions of language, for example as (a) a product or a process, and (b) as skills.

a) **Language as a product/process**

Pennington et al. (1997:123) mentioned that teachers who view language as a product regard it as a set of items which can be represented in a book and learned by study and memorization. In contrast, those who view language as a process have an image of language as something fluid, changing, individual, and learnable only through real-life use or communicative activity. These views of language have been found to play a central role in shaping how teachers organize curricula and design lesson tasks. For example, in a study of teachers’ decisions in the adult ESL classroom, Smith (1996) noticed that the more product-oriented teachers in her sample adopted a structural core for their curriculum design, developed tasks with grammar-based objectives, and were concerned primarily with the accurate completion of the task product. In contrast, the more process-oriented teachers organized curricula with a functional or topical core, and emphasized student interaction tasks.
b) Language as skills

Language can be conceived not only as product or process, but also as skills, and teachers have been found to attach more importance to some skills than others. Richards, Tung and Ng (1992), for instance, explored the teachers’ perception of the importance of the four skills. They found that the teachers in primary level ranked the importance of the four skills at elementary school as: (a) listening/reading, (b) speaking, and (c) writing. That is, the receptive skills were ranked ahead of the productive skills. However, the picture changed a little at the secondary level, where the importance of the four skills was ranked as: (a) reading, (b) writing/listening, (c) speaking. Richards et al. suggested that this probably reflected the need to emphasize skills which were more important for passing school examinations at each level of schooling. The findings, in other words, suggest that there is an interaction between teachers’ beliefs about the four skills on the one hand and the nature and characteristics of their students on the other.

e. Relationship between Beliefs and Practices

Beliefs have been characterized as having a behavioral component, which drives people’s actions. Others have argued that teachers’ beliefs function as filters through which teachers process information, interpret experience, and make instructional judgments and decisions. In order to understand teaching from the teachers’ perspectives, therefore, it is

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necessary to examine the relationship between teachers’ beliefs and their classroom actions and decisions.

In research on second language teaching, Johnson (1992) was one of the early studies that explored the relationship between ESL teachers’ beliefs and practice in reading instruction. In an attempt to characterize teachers’ theoretical beliefs about the teaching of reading, she asked her subjects, 30 ESL teachers from New York, to (a) describe what they would do in an ideal ESL classroom, (b) analyze three separate lesson plans, and (c) complete a beliefs inventory. She identified three methodological approaches, each associated with a particular view of language:

1) A skill-based approach, which views language as consisting of discrete skills (listening, speaking, reading, writing), which are effectively transmitted through dialogues, pattern drills, and so on.
2) A rule-based approach, which views language as a process of applying grammatical rules in meaningful contexts.
3) A function-based approach, which sees language as the ability to communicate with others and function in real social situations; thus the use of authentic materials should be emphasized.

Johnson found that the teachers in her sample held clearly defined beliefs which them in one of these methodological divisions. In addition, their classroom practices were found to be consistent with their beliefs during lesson observation. For example, one teacher having a skill-based orientation generally focused on decoding skills and relied on fill-in-the-blank and short answer exercises in teaching reading and writing. Another teacher who expressed a rule-based orientation continually referred to grammatical terminology during his literacy instruction. The third teacher, on the other hand, had a function-based orientation,
and she concentrated on the use of authentic materials such as newspapers, magazines, and pictures to engage her students in meaningful communication.

In another study, Shi and Cumming (1995) also reported that ESL teachers’ beliefs were reflected in their practices, this time in the domain of writing instruction. The researchers followed carefully constructed guidelines to interview five experienced teachers individually at weekly intervals shortly after observing one of their writing classes. The results showed that each instructor had a particular conception of writing instruction, which shaped the emphasis they placed on different aspects of second language writing. The differences in emphasis of five teachers’ can be seen through the following results.

a) Elizabeth, conceptualized writing instruction primarily in terms of classroom communication. She described most of her classes in terms of communicative group work, and viewed herself as a coach whose role was to help students to express their thoughts. She used ‘real’ tasks for students to generate ideas to communicate, and evaluated her students’ achievements in terms of experiential evidence of students’ engagement in writing.

b) Esther, the guiding conceptualization of writing instruction was a concern for the composing processes. She focused on rhetorical organization, and felt that her students’ primary need was to arrange substantive ideas rather than grammatical accuracy.

c) Elaine, focused uniquely on error correction. She evaluated her teaching in terms of how successful the students were in choosing appropriate linking words, employing adverb clauses, and so on.
d) Cathy, believed that *rhetorical organization* was the conceptual essence of English writing. In her instruction, she focused on outline, thesis statement, topic sentence, or paragraph development. When she paid attention to language (e.g. parallel sentence structures), the aim was also to help students to improve their rhetorical organization. She evaluated her teaching in terms of elements such as proper paragraphs.

e) Charles, *techniques of writing* was the key conceptualization. He emphasized grammatical uses of language, and organized each lesson around one element of grammar. He lectured a lot, and assessed his teaching in terms of students’ progress in organization and the ability to use grammar.

Regarding to the previous study above, it can be concluded that the teachers’ beliefs will reflect on their classroom decision and practices while conducting the teaching and learning process.

f. Teachers’ Belief in Teaching Context

According to Van Canh and Barnard (2009: 247), the relationship between teachers’ belief and instructional practices has increasingly attracted educational researchers’ attention. In general, research on teachers’ thought processes is based on the three major assumptions: (1) teaching is largely influenced by teachers’ cognition, (2) teaching is guided by teachers’ thoughts and judgments, and (3) teaching constitutes a high-level decision making process. However, it was not until recently that understanding how second language
teachers’ cognitive processes influence their classroom instruction began to draw the attention of second language teacher education researchers.

Borg (2009: 2-3) summarizes what is generally accepted today about the nature of teachers’ cognition and its relationship to what teachers do:

1) Teachers’ cognition can be powerfully influenced by their experiences as learners;
2) These cognitions influence what and how teachers learn during teacher education;
3) Teachers’ cognition acts as a filter through which teachers interpret new information and experience;
4) Teachers’ cognition may outweigh the effects of teacher education in influencing what teachers do in the classroom;
5) Teachers’ cognition can be deep-rooted and resistant to change;
6) Teachers’ cognition can exert a persistent long-term influence on teachers’ instructional practices;
7) Teachers’ cognition, at the same time, not always reflected in what teachers do in the classroom;
8) Teachers’ cognition interacts bi-directionally with experience (i.e. beliefs influence practices but practices can also lead to changes in beliefs)

To sum up, it can be agreed that belief in teaching context is (a) a proposition which may be consciously or unconsciously held; (b) is evaluative in that it is accepted as true by the individual; and (c) is therefore imbued with emotive commitment, which further serves as guide to thought and behavior.
2. Teaching Grammar

a. The Definitions of Grammar

Etymologically, the word ‘grammar’ is derived from Greek words ‘grammatike techne’ meaning ‘art of letters’. In linguistics, grammar is the set of structural rules that govern the composition of sentences, phrases, and words in any natural language. The term refers also to the study of such rules and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

Halliday and Matthiesen (1997: 1-2) defined grammar (as phenomenon) is part of languages; it is the system of wordings. But how it is conceptualized will depend on the grammatics, the theories of grammar. In their view, language is a resource – a resource for making meanings. So, grammar is a resource for creating meaning by means of wording. This perspective is that of rhetoric and ethnography, e.g. in the foregrounding of text (discourse) as the basic unit of language, organized according to the rhetorical context. Since text is the basic unit, the sentence is studied in its discourse environmental.

In the field of language teaching, Batstone and Ellis (2009) say that grammar is considered a most important element because without knowing grammar proficiency and accuracy in target language cannot be gained.

In line with the earlier definitions of grammar, Coumar (2011:1) defines grammar as the total mechanism which a language possesses and through which
its users are able to communicate with each other. Grammar can refer to the formal analysis and descriptions of the rules of the language, which is known as ‘descriptive grammar’. Grammar can also refer to the rules for the correct use of a language which may be prescribed for its users, which is known as ‘prescriptive grammar’.

Based on the aforementioned theories of grammar, I conclude that grammar is, fundamentally speaking, the pattern of language. What makes experts take differing positions in defining grammar is how they see the pattern. If the pattern is seen as rules, then grammar is positioned in a prescriptive manner. If the pattern is viewed as ways of people in using their language, then grammar is defined in descriptive ways. Finally, if the pattern is considered as resources, then grammar is viewed as systemic and functional.

b. The Classification of Grammar

Coumar (2011: 2) identifies two types of grammar and their characteristics:

1) Formal Grammar/ Grammar Translation Method/ Prescriptive Grammar
a) It consists of elaborate rules, definitions and the structures of the language
b) It deals mainly with the physical form of words, word endings and word groups
c) It classifies words into parts of speech and sentences
d) Reading and writing are considered essential
e) Spoken English is mostly ignored
f) The prescriptive grammar focuses on correction
g) Deviation from rules is not allowed
h) Students learn the rules and their functions in communication are neglected.

2) Functional Grammar/Incidental Grammar

a) This grammar is learnt by students unconsciously while learning the language
b) The focus is on appropriate utterances than on grammatical sentences
c) The functional grammar does not focus much on the form
d) Change in the rules of language is allowed
e) It is the grammar in operation
f) It deals with the ability to use language grammatically.

c. The Role of Teaching Grammar in Language Education

The role of grammar instruction in second or foreign language learning has always been a heated debate. The progress in all aspects of language teaching has led to shift the focus of grammar teaching objectives from the formal instruction towards communicative effectiveness. Moreover, the appearance of the Natural and Communicative Approaches in the seventies and eighties, has led to an endless and countless debate regarding the efficiency of explicit and implicit grammar teaching approaches in EFL/ESL classrooms and to a great deal of research that either maximize or minimize the importance of grammar instruction in EFL/ESL contexts.

Grammar has and still holds a vital position in language teaching (Ellis 2006). Nowadays, researchers are no longer focusing on the inevitability of grammar instruction. However, their current concern is to what extend teachers...
need to direct the learners attention towards understanding grammatical rules in meaningful contexts and natural situations.

Hinkel and Fotos (2002) report that recent research studies have found that grammar teaching is essential since it enables students to attain high level of proficiency in both accuracy and fluency. Krashen (1999) affirms that students’ explicit knowledge of grammar will develop their communicative skills, enhance their language proficiency and enable them to edit or monitor their written and spoken work. Long and Richards (1987) indicate that grammar and vocabulary play key-roles in the four language skills to create and achieve communicative activities. Long (1991) suggests that in the formal education, teaching grammar is unavoidable for language teachers. Therefore, Ellis (2002) strongly advocates focusing on forms within communicative approaches in a second language curriculum.

On the other side, Krashen (1981), who strongly advocates the Natural Approach, claim that formal grammar instruction may lead to ineffective learning outcomes, moreover, students could naturally acquire the language if exposed to plentiful “comprehensible input”. According to this claim, if people could learn their first language without formal instruction, they could learn a second language without formal instruction as well. Krashen (1982: 21) clarifies that learners should use the comprehensible input which is “slightly beyond their present proficiency” to deduce rules. He also adds that acquisition takes place “when we understand language that contains structure that is a little beyond where we are now”.

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Ellis (1997: 48) explains that Krashen tends to adopt the so-called “zero-option” which ignores explicit grammar teaching at all and puts the emphasis on language acquisition through natural communicative activities or situations. Following Krashen’s claim, Nassaji and Fotos (2004) declare that not only grammar instruction was ineffective but also it could create learning difficulties and discourages learners from getting involved in successful communication. Therefore, they suggest that it should be abandoned.

Krashen’s claims have had a significant influence on language teaching and led to decreasing the attention towards the teaching of grammatical rules and to a greater tendency towards teaching language through natural and meaningful communicative activities. The increased focus on the learners’ use of the actual language in order to improve their communicative abilities has weakened the emphasis on grammar teaching. VanPatten (1990: 296) states “attention to form in the input competes with attention to meaning”. Therefore, teachers’ attitudes towards the importance of grammar teaching in foreign and second language have radically changed.

d. The Practice of Teaching Grammar

One aspect of the communicative competences discussed above which becomes the main attention of this study is grammatical competence. Throughout its history, the teaching of grammar has more or less become the main concern in the field of second/foreign language teaching. The curriculum of European schools in the eighteenth century used the textbooks consisted of statements of
abstract grammar rules, list of vocabulary and sentences for translation. This is crystallized in the dominance of the Grammar Translation Method, as Richards and Rodgers (2001: 6) describe, over European and foreign language teaching from 1980s to 1940s. Indeed, there was a time when learning a language equals to learning its grammar.

After the era of ‘grammar centrality’ in language learning, the evolution goes to other directions. Nassaji and Fotos (2004: 126-127) stated that much grammar research over the past few decades has concentrated on determining whether grammar should be taught at all. The debate was represented by the distinction between conscious learning and unconscious acquisition of language. It was claimed that language should be acquired through natural exposure, not learned through formal instruction. It was therefore believed that formal grammar lessons would develop only declarative knowledge of grammar structures, not the procedural ability to use forms correctly, and that there was no interface between these two types of knowledge since they existed as different systems in the brain.

In line with Nassaji and Fotos, Borg and Burns (2008: 456) state that no area of second and foreign (L2) language learning has been the subject of as much empirical and practical interest as grammar teaching. Assumptions about grammar and its role in L2 learning often lie at the heart of different orientations to L2 pedagogy and the history of L2 teaching.

There are a number of experts who provide guidelines on integrating grammar in teaching-learning process. Among them is Ellis (cited in Richards,
2009: 9-10) who suggests that classroom activities should provide opportunities for the following processes to take place:

1) **Noticing** (the learner compares the linguistic feature, where previously he/she had ignored it);

2) **Comparing** (the learner compares the linguistic feature noticed in the input with his/her own mental grammar, registering to what extent there is a ‘gap’ between the input and his/her own grammar);

3) **Integrating/Restructuring** (the learner integrates a representation of the new linguistic feature into her/his mental grammar).

In addition, Thornbury (1999: 28) proposes that grammar presentation and practice should be evaluated according to how efficient they are (the efficiency factor) and how appropriate they are (the appropriacy factor). The former factor is gauged by determining its economy, its ease and its efficacy. The later factor takes into account learners’ needs, interests, attitudes and expectations. He advises that grammar teaching should be based and evaluated on those two factors.

Grammar teaching can also be viewed from the perspective of deductive versus inductive approach (Paradowski, 2007: 1-5). Deductive approach advocates a prior exposure of the students in a very systematic and logical method. Thus, a teacher introduces the students to grammatical rules and structures in English by means of multiple media, such as textbooks, class-notes, lectures and via other possible means. This technique simply means providing
learners with the ready grammar rules, describing in detail how the new structure is formed, what its components are and in what type of context it can be used.

On the other hand, inductive approach is applied when language rule is inferred by means of a controlled discovery. The teacher provides the students with the means to discover the rule – presenting the fundamentals as language examples rather than the grammatical structures and rules. On the basis of the model (examples), the students arrive at some generalization that accounts for the underlying regularities in the data and formulate their own explanation of the rules governing the material presented. The elicited students’ rules will then, if necessary, be amended and corrected by the teacher, and the language structure practiced.

Inferred from the theories mentioned about grammar teaching, some conclusions can be drawn. They are: 1) historically, the teaching of grammar has been one of the central issues in ELT; 2) there was a time when learning a language equals to learning its grammar, but gradually the position of grammar in ELT is viewed in different perspectives; and 3) the ongoing theoretical and research-based debates about the position of grammar teaching is no longer about whether to teach it or not, but more about how grammar should be taught.

Another important aspect in grammar teaching is the perspective and treatment of errors. The fact that language learners make errors in the learning process is considered normal and viewed as part of the process in learning a language. Grammatical errors, according to Thornburry (1999: 114) can be categorized as one of four categories identified from a language learners, the other
three being lexical, discourse and pronunciation errors. He further explains that errors can also be classified causally into transfer errors (interference from first language) and development errors (influence from the nature of second language).

Furthermore, Thornburry (1999: 119) mentioned that teacher’s decision to deal with grammatical error should take into account factors which are:

1. The type of error
   It deals with the questions: Does it have a major effect on communication? Is it one of those that the learner could probably self correct?

2. The type of activity
   It relates with the questions: Is the focus of the activity more on form or on meaning? If the latter, it is probably best to correct without interfering too much with the flow of communication.

3. The type of learners
   It shares the questions: Will the learner be discouraged or humiliated by correction? Alternatively, will the learner feel short-changed if there is no correction?

3. **Basic English Course as a Non Formal Education Institution**

Most of the general population assumes that education and schooling are interchangeable terms. Many educators seem to feel that any education that happens outside of school is somehow inferior, usually dubious, and certainly uncontrolled. Other educators and many philosophers point out that learning takes place inside and outside of classrooms. The writer believes that learning occurs in
formal, non-formal, and informal educational settings and that the learning experience can be equally powerful in each of those settings.

Non formal education (NFE) has been defined by Kleis (1973:6) as any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adapted to the unique needs of the students (or unique situations) in order to maximize learning and minimize other elements which often occupy formal school teachers (i.e. taking roll, enforcing discipline, writing reports, supervising study hall, etc.)

Non formal education is more learner-centered than most formal education. Learners can leave anytime they are not motivated. NFE tends to emphasize a cafeteria curriculum (options, choices) rather than the prescribed, sequential curriculum found in schools. In NFE, human relationships are more informal (roles of teachers and students are less rigid and often switch) than in schools where student-teacher and teacher administrator roles are hierarchical and seldom change in the short term. NFE focuses on practical skills and knowledge while schools often focus on information which may have delayed application. Overall NFE has a lower level of structure (and therefore more flexibility) than schools. The following elaboration is about Basic English Course as a Non Formal Education Institution.

a. The History of BEC

Basic English Course (BEC) was established by Mr. Kallend Osein in 1977. He was from Kutai, East Kalimantan. In 1976, when the man who was born on February 20th 1945 still studied at Pondok Modern Gontor at Ponorogo, an economical trouble struck him so that he decided to get himself out of the school.
Then he resolved to go to Pare Kediri, East Java to be the student of Mr. Achmad Yazid. He wanted to be taught by the man who mastered some foreign languages (English, French, Dutch, Germany, Japanese and Arabic) by using self-taught method. When studying the languages, he met a woman named Siti Fatimah at Pare. They both finally got married. Therefore, Kallend became the citizen of Pare. He was once to be a teacher at Darul Falah Mosque at Pare (Muniroh, 2001:55).

One day a native of Pare asked him to teach his son English intensively. Then he looked for five children again to be taught English, too. He was firstly confused of giving them an English intensive teaching. But he finally taught them English at his home on Anyelir Street 8 Singgahan Pare Kediri after arranging an easy and effective curriculum. In the following year, the quantity of students who wanted to be taught by him was increased to be ten people. But his course was not named yet. On June 15th 1977, he eventually named the course Basic English Course (the abbreviation was BEC). The building of the course was still a room whose measure was 4 x 6 meters. But this room was not sufficient and conducive to teach and study English because the quantity of his students got increased every year. Since 1990, there were for about one thousand students studying at BEC. That is why he built some classrooms (which could be used to teach approximately forty students), an office, a meeting hall, a small mosque, a charity inn for several students, and a café called Twenty One Café on his family’s privately owned land which was 40 x 60 square meters. But there were not library or laboratory to support the students’ English learning process (Suara Hidayatullah, October 2001).
b. The Profile of BEC

BEC is known as an Islamic English course in Indonesia. It is popular enough so that it had already had about 12,000 alumni from various towns in Indonesia. This course is located at a small district named Pare which is about 30 kilometers in the north east of Kediri Regency, East Java. The exact address is Anyelir Street 8, Pelem, Pare, Kediri, East Java, P. O. BOX 146. The phone number is at (0354) 392987. This address is truly the place where the founding father, i.e. Kallend Oseiin, and his family live. Because of the existence, Pare—that was a lonely place—is then to be an English studying center. More than twenty English courses established by the graduates of BEC there. That is why the small district was amazingly visited by many people every year to study English intensively at the English courses. This automatically makes the economics of Pare increased. Among the English courses, BEC is the most popular one according to the respondents filling in the observation check-list distributed by the writer. Wahani (2001: 6) regarded it as one of the largest English courses in Kediri even in East Java.

c. The Vision and Mission of BEC

According to Mr. Kallend, as the director of BEC, the main vision of BEC is that the students were educated to be good Muslims who able to speak English fluently. To make the vision true, BEC had some missions. The main mission of BEC is to teach the students how to communicate in English. The parameter of successful teaching is when the students able to understand and
reply what the foreigners speaking English said. Therefore, BEC focused on teaching General English (GE). As the consequence, the students of BEC were much expected to be able to learn English for Specific Purposes (ESP) themselves by mastering General English first (Muniroh, 2001: 59). This is what the name of the course (Basic English Course) meant.

In practice, the teaching of English speaking skill is given 80% at BEC—while the theory taught only 20%. This was because most of the students of BEC were the graduates of Senior High School who are supposed to have been taught about the basic grammar. That BEC is English speaking area is proved by the existence of English speaking program at BEC area every evening and night. This program is out of the formal class determined by the teachers. While the other skills—such as listening, reading, and writing—and the theories consisting of grammar and pronunciation were only 20% of all materials taught at BEC. This is indeed the reflection of the mentioned main mission.

The other mission of BEC was to educate the students how to be good Muslims. This mission realized by obligating the female students to wear veil. This obligation was applied for the first time to the female students of TC 18 in 1987.

The historical background is when a painful incident happened at Surabaya then. The incident was about a female student that was dropped out of a certain school because she wore veil as her uniform. This incident motivated the director of BEC, Mr. Kallend Osein, to spread Islamic doctrines written in Holy Qur’an—exactly in the 31st verse of Surah An-Nur (The Noble Qur’an, 1996: 703): “And tell the believing women to lower their gaze (from looking at forbidden things),
and protect their private parts (from illegal sexual acts) and not to show off their adornment except that which is apparent (like both eyes for necessity to see the way, or outer palms of hands or one eye or dress like veil, gloves, head-cover, apron—this is still debatable), and to draw their veils all over juyūbihinna (i.e. their bodies, faces, necks and bosoms—this is still debatable) and not to reveal their adornment except to their husbands, or their fathers, or their husband’s fathers, or their sons, or their husband’s sons, or their brothers, or their brother’s sons, or their sister’s sons, or their (Muslim) women i.e. their sisters in Islam), or the( female) slaves whom their right hands possess, or old male servants who lack vigor, or small children who have no sense of feminine sex. And let them not stamp their feet so as to reveal what they hide of their adornment. And all of your beg Allah to forgive you all. O believers, that you may be successful.” The other verse whose meaning is the same with the verse is in the 59th of Surah Al-Ahzab.

The other Islamic doctrine taught at BEC was about brotherhood among Muslims from various ethnic groups. The director said that language (i.e. English) could be a means of strengthening the brotherhood. On the other hand, a language could not be learned well without brotherhood among the language speakers. The brotherhood was tried to be weaved between the teachers and the students and also among the students themselves by holding some familiarity programs such as Farewell Party that was held once in three-month period, Reunion Program that was truly popular as halal bihalal—i.e. asking and giving forgiveness at the end of the fasting month in Indonesian Islamic world (Echols and Shadily, 1989: 202).
Travelling to Borobudur Temple for TC students in the last period of learning and Meeting Program held every week.

d. The Syllabus and Curriculum of BEC

Before telling about the syllabus and curriculum of BEC, it is better to know the definition of those terms first because most people could not differentiate them. They indeed had similarity, but there was a significant difference between them both. From seeking the meaning of syllabus on web, the writer got some definitions of its which were significant.

A syllabus is a detailed outline of the course prepared by the instructor. A syllabus will often include: a description of the purpose for the course; course requirements with specified dates (midterms, final exam, papers, and other projects); a week-by-week schedule of classes, topics, readings, and assignments.

A curriculum is an academic standards—the knowledge, skills, and habits of mind students are expected to acquire in particular grade levels (or clusters of grade levels)—and the units of instruction, often with sample lesson plans, illustrative student activities, and essential and supplementary resources that can help students reach those standards. It is often designed at the state or school district level by a team of teachers, curriculum specialists, and other experts.

Based on the definitions above, I did not find any written syllabus and curriculum at BEC. The teachers of BEC had never prepared any written syllabus at the start of the class. But they were used to explaining to the students about the subjects they taught on the first meeting. They also introduced themselves to the students.
students then and vice versa. This was such an oral syllabus. The main reason why the written syllabus and curriculum were not existed at BEC was because BEC was supposed to be only six-month course divided into two three-month periods. The limited short time caused the teachers focused on teaching the students based on the curriculum already determined. Although having been determined, the curriculum could be applied flexibly. This depended on the time provided to teach the materials. Because the teachers of BEC did the same teaching each period, the curriculum was not supposed to be worth to write. The syllabus was also clear enough to be told to the students orally.

Similar to curriculum, syllabus also contained the course’s purpose, the general learning goals or objectives, the materials for the course, the format or activities of the course, the equipment needed for the course, how students will be evaluated and a course calendar or schedule (Barbara Gross Davis, 1993). Therefore, in this subchapter, the writer is going to describe the materials and student activities, the teaching evaluation system and the time schedule of BEC.

B. Review of Relevant Research

There are some previous studies relates to the teachers’ beliefs and teaching practice in the classroom. Here I present some of the research as follows:

1. Exploring Teachers’ Beliefs and the Process of Change (Richards, Renandya, Gallo 2001)
Richards, et.al. (2001) conducted the study which explores (1) the core beliefs language teachers hold about the processes of teaching and learning; (2) how teachers see their teaching as having changed over time; and (3) what the sources of change were. They administered a questionnaire to 112 second language teachers, the majority of whom were from Southeast Asian countries. 14 teachers from Australia also took part in the survey. Information was collected in relation to each of questions above, namely the teachers’ beliefs, the changes teachers reported in their approach to teaching and the sources teachers reported for those changes. They conclude that this study does shed some light on the three questions and the three assumptions about teacher development which they began this study: (1) teachers’ beliefs play a central role in the process of teacher development; (2) changes in teachers’ practices are the result of changes in teachers’ beliefs and (3) the notion of teacher change is multidimensional and is triggered both by personal factors as well as by the professional contexts in which teachers work.

For teachers’ beliefs, they found a high number of responses about the role of grammar and grammar teaching, and beliefs about learners. Although many of these teachers also reported that they are following a communicative methodology, many of the respondents still held firmly to the belief that grammar is the central to language learning and direct grammar teaching is needed by their EFL/ESL students. While there was also evidence that this belief is changing, more responses indicated that the view of grammar as foundational has not changed. On the other hand, their study confirms that teachers believe learners
should take responsibility for their learning, teachers should equip learners for the task of learning, and teaching should meet learners’ need.

Their second survey attempted to shed light on the second assumption, that changes in teachers’ practices are the result of changes in teachers’ beliefs. The responses on learner-centeredness offer clear evidence in support of this view. Yet, they did not find the same support for this assumption in the category of materials and resources, or grammar teaching. There is little evidence that the respondents use additional materials and more variety of resources because of a change in their beliefs about language teaching materials or how materials are chosen.

The results of their research support the third assumption that teacher change is multi-dimensional and triggered by many factors. Their question about the sources of change reveals that many avenues bring about significant changes in teachers’ practice. The clear thread running through many of the responses they received is that collaborations offer the support, ideas and the encouragement necessary to implement positive change. Additionally, reflection and self-appraisal are clearly beneficial for including change.

2. Teacher Cognition in Grammar Teaching: A Literature Review (Borg, 2003)

The study of teacher cognition in grammar teaching has been done by Borg since 1998. In 2003, he conducted a meta-analysis related to the same topic entitled ‘Teacher Cognition in Grammar Teaching: A Literature Review’. Among other findings, Borg (2003: 96-108) concludes that:
a. There is no suggestion in any of these studies that formal instruction is becoming less prevalent in language classrooms. Teachers (mostly in second and foreign language contexts) generally reported that attention to grammar was something they promoted in their work.

b. In reporting their beliefs about grammar teaching, teachers commonly refer to the impact on their views of their prior language learning experiences; there is evidence that these exerts more significant impact on teachers’ views than the results of formal research into grammar teaching.

c. Teachers’ and students’ views about aspects of grammar teaching may differ considerably and, through there is no evidence to support this claim, it is suggested that such differences can be detrimental to the effectiveness of the formal instruction teachers provide.

Studies of grammar teaching grounded in the classroom practices and teachers’ rationales have elaborated a multifaceted conception of teacher thinking and teacher knowledge in which teachers’ understandings of language, pedagogy, and learners, shaped by the teachers’ educational and professionals biographies, interact in complex ways to define instructional decisions and practices in formal instruction. This latter body of work also shows that formal instruction remains a key feature in the work of foreign language teachers.
3. Teaching of Grammar: Teachers’ Beliefs, Instructional Contexts and Practices (Zain 2007)

In her Ph.D thesis under the title ‘Teaching of Grammar: Teachers’ Beliefs, Instructional Context and Practices’, Zain (2007) researched five Malaysian teachers. She found that those five teachers have different interrelated sets of beliefs related to the five belief dimensions under study – beliefs about learners, beliefs about language teachers, beliefs about grammar, beliefs about grammar learning, and beliefs about grammar teaching. Previous personal and professional experiences, both negative and positive, were found to contribute to the development of the five belief dimensions. Analysis of the congruence and incongruence of teachers’ held beliefs during instructional planning and implementation stages of teaching revealed three patterns: some aspects of their held beliefs were not reflected at the planning stage but their instantaneous actions during instructional implementation were congruent with their professed beliefs, some aspects of their held beliefs were incongruent at both stages of teaching, and some aspects of their held beliefs were congruent at both stages of teaching.

The congruence-incongruence of beliefs with practices is influenced by contextual factors in their work settings. Examination of teachers’ accommodative strategies in coping with contextual constraints revealed that teachers adopted different accommodative strategies when responding to different aspects of contextual constraints. The concluding discussion addresses the important role of teachers’ beliefs in making sense of teaching actions, decisions and interpreting instructional contexts. It is also addresses the implications for improving training approach, course content and structure to help pre-service and in-service ESL
teachers to develop valid and coherent personal-practical theories that match with
the reality.

4. Vietnamese EAP (English for Academic Purposes) Teachers’ Belief about
Grammar Teaching (Van Canh and Barnard 2009)

The finding of the study conducted by Van Canh and Barnard (2009: 246-259) under the heading ‘Vietnamese EAP Teachers’ Beliefs about Grammar Teaching’ indicated that like the teachers reported in 2002 and 2008 studies, EAP teachers in Vietnam appreciate the centrality of grammar in their language teaching and have a critical awareness of many of the problems and issues involved. The findings suggest that the teachers favor a discourse, rather than a de-contextualized approach to the presentation of grammar and there is an emphasis on systematic practice of grammatical forms and the correction of grammatical errors.

5. Exploring Tensions between Teachers’ Grammar Teaching Beliefs and
Practices (Phipps and Borg 2009)

Phipps and Borg (2009) carried out the study which explored the tensions between teachers’ grammar teaching beliefs and practices. The analysis indicated that, while at one level teachers’ practices in teaching grammar were at odds with specific beliefs about language learning. In another level, these same practices were consistent with a more generic set of beliefs about learning. The latter, it is hypothesized, constituted the teachers’ core beliefs and it was these, rather than
the more peripheral beliefs about language learning, that were the most influential in shaping teachers’ instructional decisions. It is argued that attention to the relative influence of core and peripheral beliefs on teachers’ practice allow more complex understandings of tensions in teachers’ works. Claims are also made here for the benefits of grounding the study of tensions between stated beliefs and classroom behaviors in the qualitative analyses of teachers’ actual classroom practices.

6. Teachers’ Beliefs and Practices in Teaching Grammar: A Qualitative Study (Sabiq 2013)

This recent study has been accomplished by Sabiq (2013) to fulfill the requirements of obtaining the graduate degree in English Education at Sebelas Maret University. He analyzed five English teachers from two State Senior High Schools in the eastern part of Cirebon Regency. The title of his, ‘Teachers’ Beliefs and Practices in Teaching Grammar’, is aimed at (1) exploring teachers’ beliefs in teaching grammar; (2) revealing how those beliefs are reflected in their teaching practices; and (3) figuring out the factors influencing those beliefs and practices.

This study was a qualitative research using Grounded Theory method. The data were taken via in-depth-interview, passive participant observation and document analysis. In analyzing the data, the writer conducted the Constant Comparative Method.
The results of this study revealed as follows: (1) teachers believe that grammar is the structural patterns or rules which construct a language, that is more important for writing activities rather than speaking and that the role of grammar teaching in the context of the current curriculum is part of teaching the text; (2) there are two main groups of teachers in terms of practicing grammar teaching which are in line with their beliefs on the importance of grammar in the context of curriculum; and (3) there were five identified factors as influencing teachers’ beliefs and practices in teaching grammar: experience, understanding of current curriculum, collegiality, references and workshop/ training.

As the conclusion regarding teachers’ beliefs and practices, the writer presents three statements which give relevance to this present study. First, grammar teaching remains to be an interesting subject to be studied from different perspectives. Second, there is a strong connection between teachers’ beliefs and practices. Third, due to the minimal amount of studies conducted and the considerable gap with a number of researches from English speaking countries, there is a need to conduct more research especially in the Asian context about teachers’ beliefs and practices in teaching grammar. This study is therefore proposed to be a modest contribution to fill the gap and to explore the issue.
CHAPTER III

RESEARCH METHODOLOGY

This study investigated the teachers’ belief and classroom practices of teaching grammar at Basic English Course, Pare Kediri East Java. Particularly in this chapter, the writer describes the research methodology adopted in this study. It begins by explaining the setting of the study, by providing the place and time of the study. The next part of this chapter is data resources which support the study consists of a brief portrait of research respondents, events and documents involved. It then describes the research design. This is followed by technique of collecting data and a description of the strategies used to enhance the validity and trustworthiness of the data and findings. Overall, this chapter has been completed by a detailed discussion about the technique of analyzing the data.

A. Settings of the Study

In this section, the writer first described the place of the study. Then the writer presented the time of conducting the research.

1. Place

Basic English Course (BEC) which is situated in Pare, Kediri East Java is chosen to be the place of conducting the research. The course was built for the first time by Muhammad Kalend Osen on Anyelir Street, Singgahan Countryside, Palem Village, Pare Subdistrict 33 years ago. Since there are many people in that village are able to speak English and there are many English Courses grown up in
this village along with the boarding houses provided by the local people, this village then became very popular with the name of English Village. The numbers of students have been increased every year, varied from the elementary until college students, even the English teachers who want to improve their speaking skill.

BEC becomes the unique place of English courses in Pare Kediri, East Java because of several reasons. First, it has an Islamic mission that is rarely had by the other English courses in Indonesia. It influences in the way of promoting the course which is not like what is done by the other English courses that do some promotions in printed or electronic media. The promotion is done by the graduates because of the effect of Muslim brotherhood among them. This English course is also founded and directed by a creative person who is a good Muslim. Second, the facilities provided there are limited enough, but this weakness cannot hamper the students to study English successfully. Third, the fee should be paid to study English there is quite cheap compared with the fee spent to study English at the other English courses in Indonesia. Moreover, the teachers are mostly the graduate of BEC who are qualified. Although some of them are university graduates, but none of them are native speakers. Whereas, many English courses attract the people who want to study English by informing that they have native instructors or minimally the instructors who master the language with certain degrees. Next, the teaching evaluation system used at BEC is simple and effective. In addition, the reason of the travelling program to Borobudur Temple is not
usual, i.e. for testing the students’ English speaking ability to the foreigners. The environment of BEC affecting the environment of Pare is conducive for the students to learn English intensively. For all those reasons, BEC turn out to be the most popular English course in Pare.

2. Time

The idea of choosing BEC as research came after the researcher went to BEC on study tour to get data about English courses in Kampung Inggris, Pare to fulfil English Language Teaching Management (ELTM) assignment on May 12th, 2013. Two months later, the writer made a deal with the course organizer and asked permission to the course manager for conducting the research in BEC, Pare Kediri. Fortunately, the acquiescence is given and the writer starts to arrange the research agenda as follows:

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B. Research Design

Mills, et.al. (2006: 2) state that to ensure a strong research design, researcher must choose a research paradigm that is congruent their beliefs about the nature of reality. Consciously subjecting such beliefs to an ontological interrogation in the first instance illuminate the epistemological and methodological possibilities that are available. The research is therefore conceived within an explanatory interpretive paradigm (Grotjahn: 1987). Within this framework, the goal of research is to understand the inner perspectives on the meanings of the actions of those being studied. It is characterized by an idiographic conceptual framework (i.e. which focuses on the meaning of particular events), by its aim to generate rather than to verify theory (i.e. it does not set out to test a prior hypothesis), and by naturalistic rather than experimental research designs.

This research has been conducted under the realm of qualitative approach and used the Grounded Theory research method, which was discovered by Glaser and Strauss. They (1967:1) stated that Grounded Theory is theory grounded in data which have been systematically obtained through ‘social’ research. The goal of this theory is try to expand theory that emerges from the reality (data) where the theory is developed from.

C. Data Resources

For the purpose of this study, the data which has been analyzed and collected came in the form of respondents, events, and documents.
1. Respondents

The respondents are composed of teachers and students.

a. Teachers

There are twelve teachers joined in BEC. The teachers who taught BTC and CTC students are eight persons, i.e. Mr. Agus Damanhuri (36), Ms. Anis Riana (30), Mr. Hadi Slamet (28), Mr. Fahrudin Nasrullah (30), Mr. Fahrudin Nor Faridz (29), Mr. Achmad Said Triyanto (29), Mr. Nasruddin (31), and Mr. Ibnu Shouman (24). While the rest ones are the teachers of TC, including the director of BEC: Mr. Kallend Osein (60) teaching reading and retelling; Mr. Abdul Malik (29) handled listening class; Miss Yuni Anjarwati (33) is in the speaking class; Mrs. Sri Indayatun (32) teaching grammar. They all are the graduates of BEC. Some of them were graduates of senior high school (41.7%), the other ones have been already the graduates of university recently (50%), and the rest one is from Islamic cottage (8.3%). None of them certainly English native speaker.

From those twelve teachers, there were only six teachers who participated in this research (three of them joined the interview and were observed in their classroom practices and three others only joined the interview). They were selected through a technique which in a Grounded Theory study is called Theoretical Sampling (Glaser, 2004:6). Theoretical sampling is a method in which the sampling is determined by the data. It has similarity to the technique which (in other types of qualitative research) is also called the Snowballing Technique
(Miller and Huberman, 1994:28). Since the sampling, data collection and analysis in a Grounded Theory study is carried out concurrently and simultaneously, this matter has been further clarified in the section of Techniques of Analyzing the Data.

The teachers involved anonymously in this study. Their detailed identities are not revealed explicitly except for the purposes of thesis consultation. The researcher considered that anonymity could facilitate them to speak their opinions and conduct their teaching practice more freely.

Before the writer gets interaction with those six teachers, the writer meets the manager of the Basic English Course to confirm their agreements to be the participants of his study. Then the writer begin to explain them that the writer carrying out research on ESL teachers’ classroom practices and on their views of English teaching conducted in Basic English Course, Pare Kediri. The writer did not reveal his specific interest in grammar teaching as the writer did not want the teachers to over-prepare for their lessons. The writer also want to find out, from the teachers’ perspectives, the role of grammar that played within their speaking classrooms. Thus, if the writer reveals his real focus at the initial stage, the teachers may be lead to spend more time on grammar instruction than they otherwise would. All in all, in order to minimize the effect of bias on the teachers, the writer did not mention the real objectives of the study until the final stage of the fieldwork.

After outlining the purpose of his study to the teachers, the writer told them what they need to do. The writer talked about the series of informal
interviews which the writer have planned to carry out, mention the need to conduct the classroom observation over a period of time and speak the writer’s plan of gathering samples of students’ work. By spelling out these requirements in full advance, the writer’s hope was that the teachers would not drop out of this study.

While making the first contact with the teachers, the writer also noted down their educational backgrounds, professional training, teaching experience and academic ability of their students.

b. Students

The students of BEC are about 16-35 years old. But there might be also students whose ages were beyond the approximation. They mostly the graduates of senior high school (95%), some of them were university graduates (3%) and the rest are the graduates of junior high school (1.5%) and elementary school (0.5%). This approximately could describe the students’ characteristics each period generally. The quantity of BEC graduates already 12,000. They are from different towns in Indonesia, e.g.: Surabaya, Jakarta, Bandung, Semarang, Jepara, Kudus, Samarinda, Gresik, Padang, Mojokerto, Ambon, and so forth. Some of them are the natives of Pare, Kediri.

This study involved the students’ participation to support the data resources. The writer invited each teacher to select four students who might be interested to participate in this research. The writer intended to have one stronger student, two average students and one weaker student.
2. Events

The events related to the classroom teaching activities in Basic English Course. Actually, studying English intensively at BEC spent six months to join three levels with an obligation to attend the class nearly every day. Three months must be spent by the students to join the basic programs called BTC (Basic Training Class) and CTC (Candidate Training Class).

The materials being taught in a month to the students of BTC is indeed basic grammar, i.e. 16 tenses and modal auxiliary. The students are given some kinds of exercise to get used to using the grammatical structure. The exercises could be such transformational drills, e.g. from present continuous tense into present perfect tense, or making sentences by using the tenses.

Continuing the materials being taught in BTC, the students also studied the Basic English grammar in CTC. The materials, i.e. Passive Voice, Question Tags and Direct Indirect Speech, also taught by using the exercises used in BTC. The meeting program was held every week on Friday. This program was arranged to train the students to deliver speech using the topics in which they were interested. The students were obliged to wear white and black uniform to join this program. Especially the male student had to wear a black tie.

Speaking English is a must for the students in BEC area. If the teachers caught them speaking in Indonesian or in some other languages, their final value would be decreased. This regulation was not applied in BTC and CTC because they were supposed to be in basic levels.
Different from BTC and CTC levels which had a teacher teaching all materials in every class, there are four TC teachers in four classes. Every one of them taught a specific material mastered by them. English in Use was given at speaking class where the students were led by the teacher to hold discussion, role-play, games and speech presentation. The students were also taught about pronunciation, using idioms in speaking, making application letter, making English conversation for hotel and tourism there. According to some students being interviewed, the most favorite material given in speaking class was discussion. The topics of the discussion could vary. These depended on what issues being popular at that time and what classical problems being faced by most people. In teaching English in Use, the teacher did not use any certain book as the reference. The grammar being taught consisted of Relative Pronoun, Gerund, and Participle. The teacher wrote a simple summary of the materials to be copied as the textbook for the students.

To improve the students’ speaking skill, there is also a meeting program every Saturday in TC. The students from more and less eight classes are distributed into four meeting clubs, i.e. Sunlight Meeting Club, Starlight Meeting Club, Moonlight Meeting Club, and Skylight Meeting Club. There were at least five students becoming the committee of the meeting clubs who arranged the meeting program (The Book of Reminiscences, 2002: xi-xii). This program held in a special building called meeting hall. In the end of TC period, there was a lovely program called Farewell Party. This program was included by the writer as one of the student activities because its preparation took special attention from the

commit to user
students. Before the program was held, the teachers—who become the steering committee—selected the students to be the organizing committee. This program was held after the teaching evaluation already done. Farewell party was held in two nights. The first night was to show the students’ creativities on the stage, while the second night was the time for the director of BEC to announce the students’ values.

3. Documents

The documents are taken from observation field notes, researcher’s journals, transcripts from recorded interviews and teachers’ lesson plans and teaching materials.

To support their learning process, the students suggested to own English dictionary such as English-Indonesian and Indonesian-English Dictionaries written by John M. Echols and Hassan Shadily or Oxford English Learner’s Dictionary written by AS. Hornby. They are also using some books as the reference. Many books containing the basic English materials offered and available at ASMOJON Shop that is next to BEC. The additional material and students activity are just memorizing the texts of New Concept English written by LG. Alexander and holding a meeting program. Memorizing every single word from the texts of New Concept English not only gave the students new vocabularies and idioms but also made them understand about Western culture. In the simple words, New Concept English could be used to be a means of explaining Cross Cultural Understanding.
To learn the materials taught in the higher level, most of the students owned the books entitled *Active Training System* written by Hadi Slamet and *Useful Grammar and Test Progress* written by Agus Damanhuri. Both of the authors were CTC teachers. But owning the books is not an obligation for the students. Because CTC is an obliged class before TC, the students of CTC prepared well to join TC. One of the preparations is giving some activities such as role-play, games, discussion, translation and writing by using the grammar being taught (Muniroh, 2001: 66).

The books used as the teacher’s reference were truly many. Several of them are *Practical English Grammar* written by AV. Martinet and AJ. Thomson, *Practical English Usage* written by Michael Swan, *English In Use* written by Raymond Murphy, *Understanding and Using English Grammar* written by Betty S. Azar, and some other books. The teacher suggested the students to own the books as the reference besides having the summary of the materials written by the teacher. The main listening material is *Tuning in USA* compiled by Stuart and Rebecca Kalin. The format of the material is in a series of books and cassettes. The topics were more often played are The Windy City, I Didn’t Mean To, and A Getaway Vacation (Muniroh, 2001: 68-69). After listening to the cassette, the teacher explained the vocabularies, the expression, and the American culture found. Because Tuning in USA was the main material of listening, the class where it is taught was known as Tuning in USA class. Listening was also taught by playing some cassettes recording the Western songs. One of the more often songs being played was *Have You Really Loved a Woman*.
sung by Bryan Adams. The reading material for TC students was also mostly taken from Practice and Progress, one of the series of **New Concept English** written by LG. Alexander.

### D. Technique of Collecting Data

There were four techniques used to collect the data for the purpose of this research. They are:

1. **Interview**

   Cresswell (2008: 225) states that a qualitative interview occurs when researchers ask one or more participants open-ended and general questions and record their answers. The teachers who participated in this research interviewed in a semi-structured way. A general and flexible semi-structured interview guide used, which consisted of questions about their personal information, educational background, working experience, their beliefs about grammar and its teaching (how they define grammar, how important is it in teaching/learning English), their practice in teaching grammar (how they position grammar in the context of the current curriculum, how they perform the error correction, what techniques they use) and the factors influencing their beliefs and practice in teaching grammar. The interview is categorized into two parts. The former is teacher interview and the latter is student interview.

   The teacher interview aims at gathering the essential background information. This interview took the form of semi-structured conversation. Set
questions have been asked to each of the teachers to facilitate a comparative analysis across the cases. The questions focus on eight main topics:

1. Teachers’ educational background and professional training
2. Reasons for becoming a teacher in BEC
3. Language learning experiences
4. Conceptions of English language teaching
5. Teachers’ experience of grammar instruction
6. Teachers’ understanding and opinion of their students
7. Teachers’ view about the culture of BEC

Those eight main areas are selected after reviewing the teacher education literature and by drawing on relevant theoretical frameworks about teacher knowledge and teacher beliefs. For example, teachers’ own learning experience probed because of research evidence that such experience plays a crucial role in shaping teachers’ beliefs about teaching and learning.

The second is student semi-structured interview. It aims at understanding the students’ experiences of learning grammar in the classroom. In the interview the writer did not ask the questions that evaluate the teachers’ performance.

After getting the students’ consent to be interviewed, the writer arranged to meet them in a classroom towards the end of his period of classroom observation. The writer invited all the four students from each level/class to attend a group interview as this should make them feel less intimidated talking with a stranger. The writer started each interview by explaining the purpose of the meeting and emphasized that my goal is not to gather the students’ comments on
their teacher. The writer then ask the students how they learned the four language skills, and more specifically, how they learned grammar. After that, the writer invited the students to share their experience of learning English in this course. Where the students make interesting comments on learning grammar, the writer ask relevant follow-up questions to solicit more details. All the interviews were audio taped and each took about 30 minutes to complete.

2. Observation

After conducting the interview, the writer joined the course of the teachers as a non participant. The writer stayed in the class for three purposes: (1) observation of the teaching of some parts of course textbook enable him to see how the teachers approached the teaching of the four language skills, grammar, vocabulary, pronunciation, as well as other activities which the teachers deemed to be important (e.g. extensive reading); (2) a set of teaching reveal how the teachers about the task of establishing continuity and integration among the various components in the curriculum, (3) observation in the class can reveal whether for the participating teachers, grammar teaching permeates throughout their lessons or not. The underlying assumptions are that some teachers may not restrict their formal instruction to grammar lessons and indeed, for some teachers there may be no such thing as a grammar lesson at all.

All the lessons are video recorded to get the detail information about what is exactly going on in the classroom during the course. During the observations, the writer made copious field notes. In the first lesson, the writer
drew a layout of the classroom. Then in each observation, the writer noted down any features which impinge on teaching and learning (e.g. the students were particularly noisy on a certain day, or they particularly de-motivated). As the lesson was in progress, the writer produced a summary of the major teaching events. The writer also copied everything that the teacher or students wrote on the blackboard, and made an attempt to write out all students’ utterances in full to aid transcription later.

3. Questionnaire

Questionnaire is the most widely used research instrument in the field of teachers' beliefs and cognition, because it is economic, direct, easier to administer, efficient for collecting large amounts of data from a large number of respondents, and considered to be the least threatening tool. However, questionnaires have a number of disadvantages, for example, participant teachers may interpret the questionnaire statements differently and provide inaccurate or superficial responses as Kagan (1990, p. 427) states “the standardized statements may mask or misrepresent a particular teacher's highly personalized perceptions and definitions”.

This study utilized an anonymous self-report questionnaire to elicit teachers’ beliefs about grammar teaching and their stated classroom practices when teaching grammar. The questionnaire obtained both qualitative and quantitative data as it contained close-ended statements on a five point Likert scale, as well as an open-ended question that was optional to add comments on an
issue in detail. The questionnaire statements were mainly adapted from a similar study (Lee Kit 2008, p. 81-82) on the basis of the research questions, the study population and context, and the key characteristics of grammar teaching approaches.

The questionnaire consists of 27 close-ended statements in which participants were asked to rate their beliefs towards grammar instruction on a five-point, Likert-type scale ranging from “strongly agree” to “strongly disagree”. The Likert-type scale is the most widely used method because it is simple, flexible, reliable and it doesn’t require judges (Karavas-Doukas 1996 & Dörnyei 2003). The statements covered three main themes regarding grammar teaching as follows; 1) beliefs about the role of grammar instruction, 2) beliefs about approaches to grammar pedagogy, and 3) beliefs about error correction and feedback. These three themes will be discussed in further details in Chapter 4.

The questionnaire limits in-depth exploration of teachers’ beliefs and practices because they cannot capture teachers’ behavior or actions, they can only record what teachers report about their own actions and behaviors (Borg 2006). Therefore, Pajares (1992: 327) stresses that questionnaires need to be supported by additional instruments such as open-ended interviews, and observation of behavior “… if richer and more accurate inferences are to be made”. Thus, semi-structured interviews were employed to attain more in-depth information and to better understand teachers’ perspectives and practices.
E. Validity (Trustworthiness)

Guba and Lincoln (in Trochim, 2006) proposed four criteria for judging the trustworthiness for qualitative research. They felt that their four criteria better reflected the underlying assumptions involved in qualitative research: (1) **credibility**, which involves establishing that the results of qualitative research are credible or believable from the perspective of the participant in the research; (2) **transferability**, which refers to the degree to which the results of qualitative research can be generalized and transferred to other contexts or settings; (3) **dependability**, which emphasizes the need for the researcher to account for the ever-changing context within which the research occurs; (4) **conformability**, which refers to the degree to which the results could be confirmed or corroborated by others.

Cresswell (2007: 207-209) suggests that there are eight commonly used strategies to be employed in a qualitative research to verify the trustworthiness of the research and further recommends that qualitative researchers should engage in at least two of those strategies in any given study. Those eight strategies are: (1) Prolonged engagement and persistent observation in the field; (2) Triangulation; (3) Peer review or debriefing; (4) Negative case analysis, (5) Clarifying researcher’s bias (reflexivity); (6) Member checking; (7) Rich and thick description and (8) External audits.

By the nature of this study, some of those strategies recommended by Cresswell have been applied in this study to authenticate the trustworthiness. They are: commit to user
1. Triangulation

Triangulation involves using multiple data sources in an investigation to produce understanding. Qualitative researchers generally use this technique to ensure that an account is rich, robust, comprehensive and well-developed. In the context of the study, the one applied was *triangulation of sources*, which examined the consistency of different data sources from within the same method.

2. Member checking

This is when data, analytic categories, interpretations and conclusions are tested with members of those groups from whom the data were originally obtained. This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation. Typically, member checking is viewed as technique for establishing the validity of an account. In addition, *member checking strategies* has been applied in a way that after the interview has been recorded and transcribed verbatim, the transcript has been sent back to the informants. They were asked to read the transcript to determine whether they approve it for further analysis or whether it needed to be clarified or corrected.

3. Rich and thick description

Rich description as described by Lincoln and Guba (1985) is a way of achieving a type of external validity. By describing a phenomenon in sufficient detail, one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations and people. Meanwhile, thick description refers to *commit to user*
the detailed account of field experiences in which the researcher made explicit the patterns of cultural and social relationship and put them in the context.

This study employed the rich and thick description to maintain the trustworthiness on this qualitative research. The reason was that this study needed many deep and long descriptions regarding to the teachers’ belief and the students’ perceptions towards the grammar teaching in speaking class at BEC Pare Kediri East Java.

F. Technique of Analyzing the Data

Stern (2008:111) states that Constant Comparison/Comparative Method (CCM) is the process used by the researcher in the collection analysis data for a Grounded Theory (GT) study. The ultimate goal of CCM in GT is to formulate theory which is ‘grounded’ in the data. Glaser (2004: 7-14) stated that even though CCM is the essence of the method, it cannot be separated from other aspects, steps and procedures in GT study, such as theoretical sampling, coding, categories, memoing and data saturation. Furthermore, Dick (2000:4) summarizes that a GT study works through the following phases which are mostly overlapping over time. They are data collection, note taking, coding, memoing, sorting, and writing.

In this study, the researcher analyzed the data by doing line-by-line analysis as follows:

1. The data coding.
It is the process of discovering and naming the essence of the data, usually in the form of gerund/noun/noun phrases.

2. The categories/concepts

The results of coding process are called categories or concepts. They are then used as consideration to determine which participants/samples to be investigated next.

3. Theoretical sampling

In the GT study, the sampling was not predetermined, but it was conducted according to the results of the previous data analysis. In this way, the theoretical sampling has the similarity with what is usually called the Snowballing technique.

4. Core category/concept

The categories or concepts from the previous data set(s) then grouped and constantly compared. This process was repeated until one or more core category/concept emerges. The core category becomes the umbrella concept which is able to explain all the variation in the data.

5. Data Saturation

The core category comes a point where no more new categories emerged and the explanation of the category is considered complete. This point is called ‘data saturation’. It is also the time for the researcher to stop from searching the new data.

6. Memoing
Throughout the whole process, the researcher wrote memos which are short notes about conceptual ideas on the grouping and relationship of the categories, the development of the theory, and what happened with the data. All these process is called memoing.

7. Writing

The memos, categories and their properties are then sorted, arranged and written into a complete set of theory. Finally, the GT is available through the works of all process.
CHAPTER IV
FINDINGS AND DISCUSSIONS

This chapter is divided into three sections. They are the findings of the research, the discussions from the results of the research and the weaknesses of the research. The former deals with the problems statements which consists of four parts: (1) the teachers’ beliefs in teaching grammar at “Basic English Course” in Pare Kediri East Java, (2) the principles underlying the teachers’ beliefs in teaching grammar at “Basic English Course” in Pare Kediri East Java, (3) the reflection of teachers’ beliefs in teaching grammar in the classroom practice at “Basic English Course” in Pare Kediri East Java, and (4) the learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java. The second of this chapter discusses the teachers’ response to the findings and the theory generated from the results. The last is about the weaknesses of the results of this study which can contribute to the better research in the future. For the detailed informations, follow these brief explanations below.

A. Research Findings

The research findings will discuss four areas of studies. They are the teachers’ beliefs; the principles underlie the teachers’ beliefs; the reflection of teachers’ beliefs in the classroom practice; and the learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java.
Pare Kediri East Java. The detailed findings of each concern can be analyzed through the following enlightenment.

1. Teachers’ Beliefs in teaching grammar at “Basic English Course” in Pare Kediri East Java

Based on the data obtained from the research, this section includes two dimensions. The first is about the teachers’ beliefs about grammar and the second is the teachers’ beliefs about teaching grammar at “Basic English Course” in Pare Kediri East Java. The findings presented in this section are based on the analysis of data taken from interviews with the teachers in BEC.

a. Teachers’ Beliefs about Grammar

1) Teachers’ Definition of Grammar

The findings on teachers’ beliefs about grammar are based on the data gathered via interview in which the researcher basically asked the teacher in BEC to define and elaborate what grammar is according to them. The first thing that the result shows is that there was a considerable variation on how teachers view grammar and how teachers compare it with some terms. The variation ranged from very short and simplistic description to extensive and broad explanation. There are three different statements about the definition and assumption about grammar.

First, grammar is the pattern of how to create the words to be the sentence, expression and conversation. In answering the researcher’s questions about what the definition of grammar is, he said: “Grammar adalah bagaimana...”
Grammar itu penting dipelajari karena grammar, karena kalau orang tidak tahu itu kita jadi kesulitan. Misalnya ‘warung pojok’ susunan kalimat berbeda” (T1/ R6).

The second teacher argued that grammar is the rule in conversation. It is as a foundation which is very important in the application of speaking activity. She said:


The next is the teacher looked grammar as a system which organizes the way how the words put together. Different from the structure, it is a system which organizes the words into good disposition. In a complete Indonesian language, he said:


The fourth teacher stated the grammar as the choice of words to construct sentences based on the rule and the rule deals with the way of correlating words. In his simple explanation, he said:

Grammar ya..pilihan, memilih kata, untuk misalnya, tadi malam saya makan. Last night I ate rice. Kemudian kata ate itu adalah bentuk dari
The two last teachers uttered the different idea about the definition of grammar. The former teacher said that grammar is the rule of language to compose sentence based on the character, time, necessity, and etc. The latter teacher argued that grammar is a model of language. That model is a construction which will construct sentence or phrase and the construction makes the language easy to be understood. Based on the interview that is done by the writer in the same day, but in the different place and time, T5 stated: “Lebih luas lagi (grammar adalah) aturan bahasa untuk membuat sebuah kalimat menurut karakternya, sifatnya, waktu, dsb” (T5/ R2). Meanwhile, T6 expressed his answer for the same question, he answered: “Ya sepengetahuan saya grammar adalah suatu model dalam bahasa, dimana kata model tersebut adalah suatu susunan yang akan membentuk kalimat bahkan bukan kalimat dan bisa dimengerti secara jelas.” (T6/ R2)

Even though there was no uniform way in defining grammar among the teachers in BEC who were interviewed, the main inference is that grammar is believed as structural patterns or rules which construct a language and their arrangements. The teachers used terms such as ‘pattern’, ‘rule’, ‘track’ and ‘model’ of organizing words into good and understandable sentences. Although there were variations in their thought and elaboration about the definition of grammar, it can be concluded that the teachers in BEC has the equivalent perceptions when they were asked to define grammar.
2) The Importance of Grammar in Speaking

The next result which was obtained from this research is about teachers’ belief on the importance of grammar in speaking at BEC. Learning by heart that the founder of BEC Mr. Kallend Osen has as the main vision of BEC is to educate the good Muslims to be able to speak English fluently. That vision had leaded all teachers in BEC to place grammar class as the highest level of importance in teaching speaking. It has been stated by one of the teachers in BEC who answered the question of the researcher about how important grammar in speaking is, T1 answered: “Tanpa grammar, orang hanya menghafal. Jadi grammar itu penting diantara listening, speaking, reading dan writing. Grammar itu sebagai ruh nya.”(T1/ R8i) (Without grammar, people only memorize. So, grammar is the most important part among listening, speaking, reading and writing. Grammar as the soul of English)

Another teacher stated that grammar is the fundamental part in speaking. She stated:


The importance of grammar is also mentioned by the third interviewee. He said that the people who learn English without grammar, they only saved in their memory. But the people who learn English with grammar, the concept will be saved deep in their heart, so they can speak English automatically. If they
forgot the sentences, they can rearrange the words again spontaneously since they know where the parts of speech should be placed. In his mother tongue, he said: “Jadi kalau orang belajar Bahasa Inggris tanpa grammar, itu hafalan. Tapi kalau orang yang tahu grammar nanti bisa otodidak. Misal dia lupa mau bicara apa, dia bisa menyusun lagi secara spontan, yang penting tahu posisi subjek, dsb.” (T3/ R2)

Another view related to the importance of grammar in learning English has been stated by T4. He gave the model of a sailor who studied in BEC Pare Kediri. The sailor has been travelled around the world since he was young. At a glance, it seemed that his English was very good. He could speak very fluently in rich vocabularies. Unfortunately, when the teacher analyzed the words structures of his speaking utterances, the teacher was very surprised to find many mistakes of grammar. Realized to the fact, it was no wrong decision made by the lieutenant to ask the sailor studied English at BEC Pare Kediri. This experience was shared to all new students at BEC as their motivation to speak English with correct grammar. In the interview T4 answered: “Menurut saya sangat penting sekali karena terbukti pernah ada siswa itu gini, dia itu aslinya sudah pinter Bahasa Inggris. Dia pelaut. ... si pemuda ini ya bisa berBahasa Inggris, Cuma remuk grammarnya. .... jadi kan tidak cantik bahasanya.” (T4/ R6). He also added the importance of grammar, said: “Penting sekali, walaupun sejumlah orang mengatakan grammar tidak penting, tapi tetap penting menurut saya dan faktanya seperti itu. ... Jadi grammar penting.” (T4/ R7)
The only one female teacher argued the same beliefs about the worth of grammar in speaking activity. As quoted from the interview, she said that speaking English is easy, but speaking English grammatically correct is difficult. Due to that fact, it is very important to emphasize the students to speak English using good grammar followed the correct grammatical rules. The key point of successful teaching English is when the students are able to speak English fluently with the correct grammar.

Additionally, the students of BEC Pare Kediri were also required to be good in their writing. The words arrangement of speaking is different from the words arrangement of writing. So, the students have to know not only about the correct grammatical structures, but also the diction and the sense of writing itself. The complete argument about how important of English grammar was presented in the following extracts. (T5/ R5, R6)

*Nah kita itu tekankan pada anak-anak begini bahwa mereka itu belajar ngomong bahasa Inggris dengan aturan bahasa yang bagus...tidak hanya sekedar bisa ngomong Bahasa Inggris. Makanya kita disamping mengajari mereka berbicara Bahasa Inggris juga cara buat kalimat yang benar yang mengikuti aturan bahasa.* (T5/ R5)

Furthermore she explained:

*Makanya untuk program TC, kalaupun kita harus ngajar grammar, bahasa yang kita pakai adalah Bahasa Inggris. Jadi mereka itu belajar aturan bahasa dan juga belajar menggunakan bahasa itu...* (T5/ R6)

The last interviewee stated the importance of grammar was to help understanding the meaning of English sentences. In passive voice, for instance, the grammar was needed very much in translating the text. If the English learners’ did not master the passive grammatical rules well, they could not comprehend the
whole meaning of the sentences. As he commented in the interview, he said: “Wah, ini sangat penting sekali...tanpa grammar atau grammar yang paling dasar kita tidak tahu cara bagaimana mengartikan.” (T6/ R7)

Based on those findings, grammar has become the main focus in teaching the students at BEC. All of the teachers at BEC Pare Kediri believed that correct grammatical structure was a must to be applied both in spoken and written form. The incorrect grammatical structure will be dangerous because it can create miscommunication.

b. Teachers’ Beliefs about Teaching Grammar

This part will show the findings about the relation of teaching grammar and teaching speaking, grammatical units being taught, the priority of teaching grammar, error correction, factors which influence teachers’ beliefs, steps of grammar teaching, and teachers’ beliefs on the grammar teaching and speaking skill relation.

1) The relation of Teaching Grammar and Teaching Speaking

From the interview results, it can be inferred that teachers at “Basic English Course” (BEC) Pare Kediri agreed that teaching grammar is the part of teaching speaking. Speaking itself, as the main purpose of having course at BEC, has been maintained since the fist level, Basic Training Class. In this level, speaking is taught generally and integrated with grammar. As Mr.Kaled said: “Disini penerapan grammar lebih-lebih pada hari hari awal ketika anak ukurannya masih belum berani berkomunikasi itu kita tidak memisahkan antara
gramma, structure, dan speaking, sekaligus jadi satu oh jadi nggak oo hari ini grammar saja, itu nggak.”

Even speaking and grammar are not deeply required in the basic level; the students have to try to speak English as well as possible with the correct grammar. They do not have to be afraid of making errors or mistakes when they say the words. They even can use Indonesian if necessary, and their friends or teachers will help them to put the words right. All the easiness of practical English in this level is only given for the ten day first of course. More than those days, the students have to pay some money if they do not use English. That regulation is done to motivate the students in increasing their vocabulary mastery and to improve their English fluency.

In the next level of course, such as Candidate Training Class (CTC) and Training Class (TC), grammar is taught separately with other subjects. The kinds of subjects in TC level are English in Use (EIU), Describing Pictures, New Concept English, and Grammar. So, in the higher level, grammar is deeply discussed and applied correctly in the speaking activities.

The teachers’ belief about teaching grammar and teaching speaking at “Basic English Course” at Pare, Kediri, focused on learner-centered perspective (Richards, Ho, and Giblin, 1996: 252). This sees the students as the primary focus in which they have to enrich their participation, interest and ability to speak English fluently and correctly through the lesson given by the teachers. Meanwhile, the teachers in BEC view their role as the transmission teacher. They believe that their role is to provide information and encourage the students to contribute in the classroom communication through the presentation in front of the class.
2) Grammatical Units Being Taught


Since the focus of having an English Course in BEC Pare Kediri is to speak English fluently with correct grammar, this book is very suitable with the students’ necessities. This book provides many exercises in which concentrate much more on oral activities rather than written activities. Chapter one, for instance, comprises with sixty-six exercises. By those numbers of exercises, the oral activities are forty-five and written activities are twenty-one. Hence, the students are required more to practice speaking than writing in their classroom emphasize on the accurate grammar.

In line with the previous descriptions, the findings from the interview showed the data that the TC (Training Class) level, there were four elements
studied by the students. They are speaking, describing pictures, new concept and grammar. Those four elements are learned together to achieve the comprehensive understanding and language skills at BEC Pare Kediri. As stated by T2 in extract R4ii below.

*Nah di TC itu ada 4 elemen pak, 4 ruangan kita. Saya di intermediate line itu speaking terus di dua itu describing pictures, ketiga new concept dan keempat grammar. Di speaking itu saya tanamkan pada anak-anak apapun yang kamu dapat di ruang 2, 3, 4 lakukan di speaking saya. Maaf pak, kelas saya itu English in use, jadi penggunaan Bahasa Inggris dengan menerapkan grammar yang kalian dapatkan dari intermediate, vocabularies dari describing pictures karena masing-masing teacher saling bersinergi. Jadi grammar sangat ditekankan disini, sekecil apapun mereka salah. Dan grammar ada aturannya. (T2/ R4ii)*

3) The Priority of Teaching Grammar

All teachers in “Basic English Course” Pare Kediri have the same idea and concept about the priority of teaching grammar. They have agreed that grammar is the most important part in English speaking. They view grammar as the tools and speaking as the product.

The first interview’s result put on view that the teacher in BEC placed grammar for the most important part of teaching and learning activity in the classroom. There was a great deal between the founding father of BEC, Mr. Kalend and all teachers in BEC to teach grammar as the integrated part with the speaking activity. The techniques of teaching grammar also followed the same stage proposed by the owner of BEC, Mr. Kalend, since the first time he taught
English long time ago. The stages are explanation, examples, exercises, and practices.

As mentioned by one of the teacher in BEC when he teaches grammar, he describes the steps as follows:


He also added that the way of teaching grammar has been proved into the best result of maintaining the students’ fluency in speaking English with correct grammar. He said,

*Walaupun tidak dikatakan diharuskan, tapi karena pola ini sudah turun temurun pak, mau tidak mau kita harus mengikuti karena sudah terbukti hasilnya, tidak usah dicoba-coba lagi. Walaupun dulu ada yang mencibir drilling method itu old method, karena di sekolah tidak mengenal itu.* (T1/ R15).

The second teacher’s retort came to the conclusion that the teachers in BEC placed grammar in the same level of importance with other aspects of English. She said: “*Boleh dikatakan seperti itu (grammar adalah alatnya, speaking adalah produknya) dan itu akan selalu bersama-sama, tidak bisa lepas. Semua itu penting. Baik listening, vocabs, grammar, speaking, expression, dsb. Semua penting, itu yang Mr. Kalend tanamkan disini.*” (T2/ R7).

As the teacher in TC (Training Course) level of BEC, this teacher has the different techniques of teaching grammar in her class, English in Use. Since her
subject is English in Use, the students have to use English in all activities during the lesson. She has the time schedule about how the students use English. For example, the lesson is about introduction. This theme is no longer new for students because they have already learnt on introduction in the lower level of BEC, BTC (Basic Training Course). For that reason, the teachers do not need to explain the rules first, as done by the previous teacher. The students directly practice the expressions of greeting someone and introduce him/her self. In the complete response of interview, she said,

Saya disini, saya ulangi, saya in use (saya mengajar English in Use), menggunakan. Jadi saya punya time schedule dan itu tentang how the students use English. Misalnya pertama tentang introduction, gitu kan dari segi grammar sudah ada dari BTC. Itu tinggal penggunaannya, misalnya how are you itu gak usah saya telaskan. Kalau ketemu orang langsung bilang how are you... jadi in use. (T2/ R9).

The last interviewee gave the same idea with the first teacher regarding to the importance of teaching grammar in the speaking class. He assumes that grammar as a track in learning English. Without grammar, English is only memorizing some words. So, it can be concluded that grammar plays the most important part in speaking English.

Furthermore, he added that he used international books in teaching grammar such as *Basic English Grammar, Fundamental Grammar* and *Understanding and Using Grammar* written by Betty Schrampfer. Those three book are goods in contents and cheap in price. Through learning those books, the students learn how to translate the texts and improve the vocabularies.

T3 realized that the teachers should not to be exclusive. When they meet the students who could not achieve the goal of teaching learning activity in the
class, the teachers should get closer with them, ask their difficulties and solve their problem in learning and understanding the materials. As he said:


Based on those descriptions, it can be concluded that the priority of teaching grammar in “Basic English Course” in Pare, Kediri, East Java placed the highest level of importance. It is supported by the data of interviews that all teachers have been agreed that the students should master and apply the correct English grammar in all aspects of English, mostly in speaking activity.

### 4) Error Correction

Regarding grammar error correction, most of teachers on BEC believe that it is the best to perform it without inferring the flow of activity. In speaking activities for example, they believe that grammatical correction can be performed in a more lenient way after dialogue/communication takes place. They also believe that it is better to give correction in a way that is not decreasing the students’ motivation and confidence when they speak English. It was stated by one of the teachers at BEC Pare Kediri that the error was corrected directly. For example, when the student said ‘Yesterday, I’m….’ Spontaneously, the teacher would say ‘Ssssttt… Yesterday, I was …. ’ After the teacher corrected the error, the student replied the sentence in a correct one. T2 expressed her confession about grammatical error correction, she said: ‘Menurut saya mengoreksi itu juga
memberi pelajaran. Jadi misalnya hal-hal kecil seperti itu, misal anak-anak lupa kontrol ‘yesterday I’m’ sstt.. yesterday ‘I was’ itu automatically.” (T2/ R6)

Another opinion about correcting the students’ grammatical error was spoken by T5 in extract R31 as follow:

Ow... biasanya kan mereka itu kesalahannya adalah kurangnya pemahaman tentang dasar, ... Okay kamu pelajari, buka lagi buku yang kamu pelajari di BTC, CTC. Saya yakin..saya percaya bahwa anda itu paham tapi belum sepenuhnya. Jadi Anda itu masih di... katakanlah bukan masuk ke dalam tapi cuan pahamannya aja. Anda paham? (T5/ R31)

Considering the statement above, it can be drawn into conclusion that T5 preferred not to correct the students’ error directly in the class. She would be happier and more enjoyable to ask her students to review the previous lesson at level under TC. This effort could be the best way of correcting grammatical errors since the students’ tried to find and solve their own grammatical problem.

5) Factors Influencing Teachers’ Beliefs

Based on the interview done with the six teachers of BEC Pare Kediri, there are some factors influenced the teachers’ beliefs in teaching grammar.

a) Mr. Kalend’s Doctrine

As the founding father of the most popular English Course in Pare Kediri East Java, it could be mentioned that Mr. Kalend, a sixty nine years old man, was the most inspiring man. His efforts to help the students’ be better in English was stated when he built the “Basic English Course” (BEC) thirty seven years ago. Now, the success of BEC comes true. Standing up with six children at the
beginning, now there are thousands of students who have already graduated from this guaranteed English course.

It could not be refuted that Mr. Kalend has become the inspiration for all teachers in which later influencing the teachers’ beliefs about teaching and learning process at BEC. The first teacher (T1) for instance, he stated that Mr. Kalend has the significant role in colouring the course. The steps and models of teaching applied by Mr. Kalend were believed as the most appropriate model of teaching learning English. There was no doubt about the results since almost all of the BEC graduated students have been successful person in the various fields. The extract of the interview below showed how deep Mr. Kalend’s doctrine filled deeply in the teachers’ heart. T1 stated: “Karena warna BEC seperti itu, karena dari pak Kalen gitu, dari sekian tahun mengembangkan bahasa seperti itu dengan model dan pola seperti ini dari pak Kalend.” In answering the researcher question, T1 added:

Walaupun tidak dikatakan diharuskan, tapi karena pola ini sudah turun temurun pak, mau tidak mau kita harus mengikuti karena sudah terbukti hasilnya, tidak usah coba-coba lagi. Walaupun dulu ada yang mencibir drilling itu old method, karena di sekolah kan tidak mengenal itu.

The similar perception about Mr. Kalend’s role in influencing the teachers at BEC Pare Kediri has been declared by T4. It is related with the books used to teach. There were no decision made by Mr. Kalend to use the certain title or writer of the book as the main resource of teaching and learning English at BEC Pare Kediri. It was the teachers’ board to decide the suitable kinds of books
utilized in their class. Just paid attention to the sort of interview below, we could see how far Mr. Kalend’s way of thoughts reflected on the teachers’ view about teaching grammar at BEC Pare Kediri. In answering the researcher’s question, T4 said: “Untuk saya pribadi itu sudah menginspirasikan kepada saya. Owh,, bahwasanya ketika kita mengajar, kita harus bukunya banyak dan tentunya dibaca, gitu kan?” Furthermore he explained: “Saya pribadi sudah berkesimpulan bahwa kita harus punya banyak bacaan, tapi Mr. Kalend tidak pernah. Misalnya pakai model ini...tidak pernah itu...tidak pernah. Jadi beliau itu sangat memberikan tugas sepenuhnya kepada dewan guru.” Related to the question about Mr. Kalend’s role, he answered: “iya betul (Mr. Kalend) menjadi panutan. Dalam artian mulai dari misalnya gaya kemudian kedisiplinan, kemudian penuturan. ... Jadi sebisa mungkin itu menerapkan kaidah yang diketahui oleh beliau kan itu. Jadi rasa kesungguhan dalam mempraktekkan itu luar biasa, menurut saya.”

The freedom to manage the students was also given to all teachers at BEC Pare Kediri. The main focus was the students’ output; it means that the students should have the high discipline, strong motivation and good English skills. The way of teaching and learning process was no matter, as long as the students could understand and comprehend the English materials well together with the good mental attitudes. The extract below supported the statements above.

Kalau Mr. Kalend itu, beliau membebaskan bagaimana kita mengolah siswa itu terserah kamu caranya bagaimana. Yang penting outputnya. Jadi Mr. Kalend itu menekankan pada outputnya... anak-anak dengan disiplinnya tinggi terus kemampuan Bahasa Inggris, caranya terserah kamu. Kamu yang mengolah kelas. (T4/ R26)
In addition, the teachers could apply the way of Mr. Kalend’s teaching in the class; such as no books hand in, come earlier before starting the lesson, etc. on the other hand, T4 loved to take, choose, accommodate and modify Mr. Kalend’s approach in teaching. In the interview, he said:

O..iya pasti lah pak..kita harus mengambil, memilah dan mengakomodasi apa yang kira-kira memang bagus untuk siswa tapi kita tidak harus fotokopi pasti sama..kan ada modifikasinya juga..Owh..Mr. Kalend kelebihannya disini, saya ambil..tapi ini kan tidak semua yang ada di bapak itu bisa sesuai dengan kita. Akhirnya kan itu tadi kita memilih dan menyesuainkan plus memodifikasi..Owh..(T4/ R27)

Another Mr. Kalend doctrine (grammar adalah alatnya, speaking adalah produknya) was really well recognized by the teachers at BEC Pare Kediri. Just like T2 confessed in extract R7.

Boleh dikatakan seperti itu (grammar adalah alatnya, speaking adalah produknya) dan itu akan selalu bersama-sama, tidak bisa lepas. Semua penting. Baik listening, vocabs, grammar, speaking, expression, dsb. Semua penting, itu yang Mr. Kalend tanamkan disini. (T2/ R7)

Regarding to the descriptions above, there was no wonder that Mr. Kalend has become the leader and the father of all teachers at BEC Pare Kediri. His words, his way of teaching, his suggestions were being the hand-grip of managing the students in order to maintain the successful English village in Kediri East Java.

b) Teachers’ Experiences

Teachers’ previous experiences became the second factors influencing the teachers’ beliefs of teaching grammar at BEC Pare Kediri. T2, as the model, has been teaching at BEC Pare Kediri since 1998. So, she has been being a teacher at BEC for sixteen years. By the time, she was sure her experiences of teaching
influenced on her beliefs about teaching grammar. Her background of study which was not education, but she had the strong motivation to improve herself. She believed that if there is a will, there is a way. When she was asked by Mr. Kalend to help him, she assumed she would be the administration employer. Unpredictably, Mr. Kalend wanted her to be one of the teachers at BEC. How astounding she was at that time! She then went back to Mr. Kalend’s experiences; he was also not from the education background but he succeeds in managing the course and handling the students. So, she was sure that she could hold on and be responsible to the duty given by Mr. Kalend. The extract showed her journey and teaching experiences at BEC Pare Kediri. In responding the researcher’s conclusion about the factors that influence her belief, she said: “Owh itu sangat pak, karena saya terus terang dari sisi keluarga saya memang awam. Begitu saya kenal pak Kalend yang dari Gontor itu, saya belajar banyak seperti my second father.” (T2/ Q13, R13)

Realizing the interview above, T2 was a kind of discipline teacher. She did not accept her students who did not do the homework. If she found the students who broke her classroom regulation, she would be directly angry. But there was reason under her attitudes. She wanted her students read up, as their obligation and responsible to their parents’ trusteeship.

The same idea about the experience of teaching which influenced the beliefs of teaching grammar was stated by T4, T5, and T6. T4 has been teaching at BEC Pare Kediri for 14 years, T5 for 16 years and T6 for 7 years. Here the
writer presented the extracts of interview showing their avowal about the effects of experiences in teaching grammar at BEC Pare Kediri. T4 stated as follow:

"Ya tentunya ketika saya menjadi pengajar tahun 2002. Dulunya saya kan kursus dari BTC, CTC, dan TC kemudian MS. Selepas lulus MS itu diberi amanat langsung untuk mengajar di MS itu sendiri. ... Karena saya kebetulan juga mengajar di SMA 2 Pare. Jadi irama dari MS itu akhirnya, kita ikuti irama sebagaimana kebutuhan pangsa pasar."

Meanwhile, T5 expressed her idea as follow:

"Ya pasti pak, mengajar lama itu...jam terbang lama lebih memperkuat percaya diri. Jadi kita ngajarnya lebih nyentrik trus kita bisa melihat kondisi siswanya lebih udah...saya dulunya ketika awal-awal ngajar ya masih antara materi yang saya sampaikan dengan cara menyampaikannya itu ya masih bingung...tapi kalau sekarang ya tidak."

Those two sorts of extracts on top showed how their teaching experiences influenced the teachers’ better confidence, teaching skills and teaching methods. Moreover, one of the requirements to be the teachers at BEC Pare Kediri was not the title (S1, S2, S3) but the unique skills and characters in which to be able to motivate and manage the students well to study grammar in the speaking class they taught.

c) Teachers’ Teaching Goals

Actually, the main teachers’ goal in teaching their students was to make students comprehend the subject matter, in this case the subject matter is grammar. However, some teachers had another goal related to their grammar teaching at BEC Pare Kediri. Since BEC Pare Kediri, generally English village in Pare were grounded on Islamic beliefs, it could not be denied that every activities should be based on Islamic tenet. This idea came to the beliefs that the teaching should be based on the religious service to God, Allah SWT. T1 stated: “Tentu
His opinion delivered belief that the goal of teaching at BEC Pare Kediri was intended to do religious service to God (Allah SWT) and to build the students’ characters. All those objectives were related to the Islamic tenet that there was Muslims obligation to share the knowledge, even only a verse. It was rooted in traditional collection of stories relating words or deeds of Muhammad the chief source of guidance for understanding religious questions (hadits Islam). In that hadits, it was stated ‘Sampaikan lah walau satu ayat’, so the teachers believed that teaching became one way to get reward from Allah SWT.

Another goal of teaching at BEC Pare Kediri was to build the students’ character, such as confidence, discipline and responsible. The confidence attitude was shown when they presented the speech in front of all students in certain occasion. The discipline could be seen from the rules of forbidding the boy students had long hair. The last character, responsible, was analyzed from the duty given to the students like homework.

In addition, T2 argued that teaching was a kind of giving something free (shodaqoh) in which became the noble duty from Allah SWT. The following extract supported the idea above. “Bahwa saya mengajar ini shodaqoh, atau Insya Allah adalah tugas mulia disisi agama.” (T2/ Q13)
The next evidence proved that the teachers’ beliefs was influenced by religious base proposed by T4, R26 in the sort of interview below,


Depending on the fact above; the goal of teaching the students at BEC Pare Kediri was to give the good model to the students, not only to speak English fluently but also to do the Islamic duty. The teachers were aware on how loyal Mr. Kalend was in running the course. He motivated the teachers directly and indirectly to improve their levels of firm belief to Allah SWT.

d) References

The other factor influencing the teachers’ beliefs of grammar teaching at BEC Pare Kediri was the use of references. One of the principles of choosing good references as the source of learning was the efficiency. The book should low in price but high in quality. Regarding to that theory, one of the teachers at BEC Pare Kediri (T3) had his strong beliefs about the references used in his class, he uttered: “*Jadi gini, Saya pastikan menggunakan buku-buku internasional. Saya tidak tertarik membuat buku sendiri atau merangkum buku. Saya menemukan buku yang menurut saya bagus yaitu Betty Schrampfer dan murah kalau disini 15ribu dan bukunya besar. Penulisnya Betty Schrampfer.*” (T3/R3)
The extract above presented the view that the teachers believed to use the international books as the references for the students because they thought that the foreign books were more qualified and trusted but could be gotten in low price. The teachers used three kinds of books written by Betty Schrampfer entitled *Basic English Grammar, Fundamental Grammar*, and *Understanding and Using Grammar*. By using those books in the teaching grammar at BEC Pare Kediri, the teachers believed that the students could learn translating the text and enriching their vocabularies.

6) Steps of Grammar Teaching

The teaching and learning process could not be separated with the steps of grammar teaching at BEC Pare Kediri. There has been stated before that Mr. Kalend’s method of teaching influenced to the teacher’s method of teaching. Here, the writer would like to present some evidence related to the steps of grammar teaching based on the interview with six teachers as the representatives of all teachers at BEC Pare Kediri.

Firstly, T1 proposed that there were some steps related to the grammar teaching at BEC Pare Kediri. The following extract would show the application of teaching grammar.

From the sort of dialog above, the writer came to the conclusion that there were four steps in teaching grammar. The first step was explanation, including the functions and kinds of tenses. After that, the teacher continued with the pattern and exercises. The final step done by the teacher was the practice. In this section, the teacher asked the students to produce conversation related to the given tenses. The students were very active in doing the teacher’s task. It meant that the teacher has succeeded in his grammar teaching.

T2 seemed to apply the different steps of teaching grammar because the subject matter she taught was English in Use. In this lesson, the focus was not on learning grammar, but relied on the application of grammar in the real communication. This following extracts would show the classroom management of teaching grammar in English in Use classroom. She expressed: “Saya disini saya ulangi in use, menggunakan. Jadi saya punya time schedule dan itu tentang how the students use English.” (R9). She also added: “Dalam mengajar membawa buku, pertama rolling call. Disitu saya mengevaluasi dan mengoreksi, misalnya ada anak yang diam dalam berdebat. Nanti jangan diem lagi ya. Kita satu materi 90 menit.” (T2/ R9, R10)

From the sort of dialog above, the writer assumed that T2 was a kind of active teacher. In her way of teaching grammar, she applied the CLT (Contextual Language Teaching) method. She created the situation in which made as close as to the real condition. For instance: she wanted her students to deliver speech in front of the class, so she provided the stage and microphone. The students should come forward and stood on the stage then delivered their speech. The first time
this method conducted in the class, many students were frightened, but the teacher gave the motivation, spirit and support in order to build the students’ bravery and confidence.

Talking about the steps of teaching grammar, she did not follow the exact procedures. She thought that her classroom focused on the use of grammar, not concentrated on the teaching grammar rules or patterns because the students have already studied the pattern in the previous levels. So, in her teaching and learning process, she started with opening, rolling call (to check the students’ presence), practicing (speech, drama, conversation, etc) and closing. The main activities have been prepared before, so the students were ready to present their speaking performance in front of the class.

The third teacher seemed to apply certain stages of teaching grammar in his speaking class. He opened the meeting with Arabic language, if the students got difficulties, he then transformed into English. He was very sure that most of the students of BEC Pare Kediri have Islamic education background. That’s way he preferred to use Arabic in his teaching. T3 told the procedures of teaching and learning process in his class, he said: “Iya, jadi pertama saya sentuh dengan bahasa Arab, setelah itu ada penjelasan ada contoh-contohnya. Jadi, Explanation, Example, Exercise.” (T3/ R4)

Regarding to the extract above, it can be concluded that T3 applied the three steps of teaching and learning grammar. They are Explanation, Example and Exercise. The explanation was given to introduce the pattern and function of certain kinds of grammar. The examples were given around two or three, in which
later would be continued by the students. Finally the exercises were given orally. The students who had the idea about the answer should rise their hands up and mentioned their answer. The teacher gave feedback about the answer. Later, the teacher paid attention to the students who never spoke up in the class. He motivated and encouraged them to be active in the class since he realized that his responsibility was to improve the poor students’ English skills.

The next teacher (T4) joined in the interview shared his experiences of the grammar teaching and learning process into two points of views. The former view was dealt with his experience when he was one of the students of BEC Pare Kediri and the later view was dealt with his experience in BEC Pare Kediri as a teacher. For the detail information, pay attention to the couple of extracts below.

Setahu saya ketika menjadi siswa kita waktu itu masuk langsung ada bentuk namanya tutorial program. Kita dilatih untuk mengatakan langsung jadi tidak diterangkan, itu langsung dikatakan “repeat after me” (T4/R10)

Ketika kemudian kan ada model ketika saya jadi guru, ... Ow..kalau yang begini ini namanya communicative approach, kalau KTSP itu begini, tapi saya tidak terlalu mensoalkan itu. ... (T4/R12)

Based on the statements above, T4 argued that at the early years, the grammar teaching at BEC Pare Kediri was started with the Drilling Method. The students were taught to apply grammar directly by changing the parts of speech repeatedly. For example: the students said ‘I speak English’ then they changed the subject into You, We, They. The sentence would be the same, except the subject, such as ‘You speak English’, ‘We speak English’ and ‘They speak English’. Next the students changed the subject into ‘He’ and ‘She’. Then the sentences became
‘He speaks English’ and ‘She speaks English’. Those sentences were spoken repeatedly until the students realized the grammar rules.

It was different with the grammar teaching and learning process in the recent years. Since T4 was a teacher in Senior High School, there was no doubt that he mastered some techniques and methods of teaching grammar. Sometimes, he applied that method and technique in the classroom. But he did not really care about the use of the certain types of teaching method. He believed that the teaching grammar at BEC Pare Kediri was fully managed by the teachers. All teachers had their own rights to manage their class.

The next opinion was taken from the fifth teacher. She had the little bit different idea of grammar teaching process in her class. The following extract is the detail information of grammar teaching at BEC Pare Kediri conducted by T5. She uttered: “Iya brainstorming dulu. Setelah itu explanation. Biasanya saya, ‘Oke sudah paham? Sekarang kamu buat contoh. Saya ingin tahu contoh kamu seperti apa.’ Jadi tidak hanya kita menjelajahi mereka saja tapi ya take and give gitu.”

From the explanation above we know that T5 preferred to open her teaching by activating the students with some questions related to the topic being taught. After that she explained the topic. To check the students’ understanding, T5 asked the students to make examples. Furthermore she said: “Jadi tidak hanya ke students ke guru saja tapi juga guru ke siswa juga. Biar ada interaksi juga. Kalau guru hanya menerangkan saja dan siswanya hanya diam apakah ...? Make example juga.”
T5 explained that in the step of grammar teaching she also involved the students so that there was interaction from the teacher to the students and from the students to the teacher. Furthermore she explained:


Related to the long conversation above, it can be drawn into the conclusion that T5 applied certain stages of grammar teaching. First, she built the students’ prior knowledge about the matter being discussed or in the general term we called ‘brainstorming ideas’. Then she explained the rules and function of the grammar. After that, she asked her students to make the examples. The examples made by students became the spoken practices section in which the students had to share their examples orally. Meanwhile, the other kind of practices, written section, would be held after several topics discussed in the class.

Not really different with the previous teacher (T5), T6 was also conducted the steps of grammar teaching such as *Explanation, Examples and Practices*. The extract below has been the proof.

*Q18 : Itu langkah-langkah konsisten atau selalu ditempuh pak ya jadi ada explanation, example, practice kemudian ada motivasi untuk memberi produksi atau production.. itu konsisten pasti 4 hal itu ada ya..*

*R18 : Insya Allah.. (T6/ Q18; R18)*
7) Teachers’ Beliefs on the Grammar Teaching and Speaking Skill Relation

The next finding of the interview related to the second research question was about the teachers’ beliefs on the relation between grammar teaching and speaking skill. Actually, not all teachers participated in giving their idea about the matter. There were only three teachers who delivered their ideas about the relation between grammar teaching and speaking skill. Here the detailed findings.


The extract above was taken from the interview with T4. He argued that there was a close relationship between grammar teaching and speaking skill. As we know there was a special program in BEC Pare Kediri to evaluate the students’ speaking skills. The program was called nightly speaking. In that program, the students of BTC and CTC had to show their speaking skill related to the materials which have been discussed in the class. For example, the agenda of grammar teaching on this week was about Passive Voice. So, the students of BTC or CTC should prepare the speech consisted of some passive sentences. In doing this job, the students could ask their seniors, the students of MS level. From those
descriptions, it can be concluded that the grammar teaching played the important role in improving the students’ speaking skills. It can be evaluated through the special program, called nightly speaking.

The next statement showed the relation between grammar teaching and speaking skill was proposed by T5. In her interview, she said that the main objective of having course at BEC Pare Kediri was being able to speak English fluently and grammatically correct. To achieve that goal, the teachers of BEC Pare Kediri believed that they had to teach the students qualified English, in which not only fluently in the vocabularies but also correctly in grammar. They wanted their students to be native-like, so they focused to teach grammatical rules and correct the students’ grammatical errors. The extract below showed her opinion about the matter.


The last response about the relation between grammar teaching and speaking skills was shared by T6. According to him, learning languages needed some stages. The stages are listening, speaking, reading, and writing. In writing, grammar was very important because the product of writing itself could be spoken. Here, the speaking skill would be influenced by the grammar because when some utterances were produced, it should be grammatically correct.
Grammar was also significant to know how deep the understanding of the subject matter. All those four stages worked together in order to create and produce the good and grammatically correct English language. The extract below showed the information presented by T6.

*Karena orang yang belajar bahasa mereka harus belajar melalui tahap-tahap itu., tahap tersebut itu kita dapatkan dari mendengarkan, kemudian menirukan kemudian membaca terus menulis. Jadi peranan grammar disini karena grammar kita perlu menulis sehingga kita akan membaca. Setelah membaca kita mencoba untuk berpikir bagaimana menerapkan grammar atau pelajaran yang dipelajari dalam dunia berbicara. Sehingga disaat berbicara mereka akan teringat kembarli pelajaran yang mereka tulis, mereka pelajari seperti itu. *(T6, R 19)

Regarding to those three conceptions about the relation between grammar teaching and speaking skills at BEC Pare Kediri, there was no doubt that both had a close relationship. Grammar became the key point in producing the speaking. Moreover grammar also measured the level of speaking skill. Since the main objective of the students of BEC Pare Kediri was to be able to speak fluently and grammatically correct, all teachers believed that grammar contributed a lot in the speaking production.

8) Applying BEC Methods in Formal School

Finally, the teachers’ beliefs of teaching grammar at BEC Pare Kediri came to the question ‘Could the method of teaching grammar at BEC Pare Kediri be applied in such a formal school?’ This question then performed the different answer of each teacher at this popular English course. T4 argued that the method could be applied in formal school. Meanwhile T5 had two choices, the method could not be applied in intracurricular activity but it could be applied very well in
extracurricular activity. Furthermore, T6 argued that the method was very difficult to be applied in formal school.

For the detailed information, see the extract below.

Bisa..asal ada pemahaman dari sekolah. Sesama rekan guru harus memaafkan. Itu baru bisa. Tapi kalau guru yang lain itu tidak bisa memaafkan gaya yang seperti itu, maka pasti ada masalah. ... Kearifan lokalnya belum bisa kecuali kalau sekolah itu didukung oleh kepala sekolah, didukung oleh waka kurikulum dan para guru semua nanti kita menggunakan metode begini dalam Bahasa Inggrisnya, mohon didukung oleh guru-guru yang lain. Maka, kaya nya bisa. (T4/ R24)

Kalau menurut saya sendiri mungkin kurang bisa pak.... kalau disini kan semua anak pokoknya cuma I. belajar Bahasa Inggris, mereka tidak memikirkan hal yang lain..jadi kita lebih mudah..I lagi ..orang yang mau masuk kesini itu niatnya cuma I. ingin belajar Bahasa Inggris..tapi bukan berarti tidak bisa..mungkin banyak kendalanya.. (bisa diterapkan tapi bersyarat) (T5/ R28, R29)

Ya menurut saya sulit karena saya punya beberapa pengalaman juga dulu waktu PPL saya mencoba untuk mengajar dan menerapkan gaya kursusan, tetapi satu siswa tidak begitu antusias mengikuti pelajaran terus siswa kurang apa ya..dan mungkin karena ada pelajaran-pelajaran yang lain..misalnya Bahasa Inggris di mata mereka itu bukan pelajaran yang istimewa gitu..jadi biasa saja. Kalau di kursusan dia kan pasti..dengan jadwal perbulan mereka harus bisa apa.. (T6/ R28)

Seeing those three arguments above, there were no exact answers related to the appropriateness of applying the method or technique of grammar teaching in the formal school. The essential point was that the method or technique of grammar teaching could be applied well if the students had the high motivation to study and practice English.
2. Principles Underlie the Teachers’ Beliefs in Teaching Grammar at “Basic English Course” in Pare Kediri East Java

The principles underlying the teachers’ beliefs in teaching grammar at “Basic English Course” in Pare Kediri East Java can be analyzed by the close-ended statements of the questionnaire that was intended to investigate the beliefs about the four components which represent aspects and key issues of grammar teaching. The components are beliefs about the role of grammar instruction, beliefs in grammar pedagogy, beliefs about error correction and feedback approaches. All component work together in shaping the principles underlying the teachers’ beliefs in teaching grammar in BEC Pare Kediri East Java can be described in detail as follows:

a. Principle about the Role of Grammar Instruction

Here, the result of close-ended questionnaire related to the principle about the role of grammar instruction is presented in table 4.1

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Agree &amp; Agree</th>
<th>Not Sure</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar is the most important component in language learning and English classes should allocate plenty of time to teach grammar rules.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Students can learn grammar through experiencing language in natural use.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>Formal instruction helps students to produce grammatically correct language.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>Direct instruction in the rules of grammar is crucial if students are to learn to communicate accurately.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>By mastering the rules of grammar, students can capably communicate in English.</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>6.</td>
<td>Mastering the grammar rules of a language does not guarantee the students’ ability neither to produce nor to use the language appropriately.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Adapted from Lee Kit (2008, p.81-82)
Statements 1, 2, 3, 4, 5 and 6 in the first component were meant to investigate teachers’ beliefs about the role of grammar instruction in language learning at BEC Pare Kediri (see table 4.2). Interestingly, all teachers in BEC strongly agreed that grammar is the most important component in language learning and English classes should allocate plenty of time to teach grammar rules. It means that grammar has been the main important part of teaching English at BEC Pare Kediri. In line with the first statement, what makes the result more interesting is that 100% of the teachers at BEC Pare Kediri shared the same belief that it is very possible for students to learn grammar through experiencing language in natural situation. So, there is no doubt that practical use of English becomes the focus of teaching learning process at this well-known English course. Furthermore, the role of formal instruction in helping the students to produce grammatically correct language responded positively with the high percentage of strongly agreed responses (75%) compared with not sure responses (25%).

However, the teachers at BEC Pare Kediri are doubt that the capability of communication in English can be reached by mastering the rules of grammar. It is proved by the result that 25% teachers are strongly agreed and 75% teachers are not sure with the phenomena. The principle underlies the response is that the grammar rules can only helps the students to construct words, but it does help much in improving the students capability in communication. The ability to communicate in English is determined not only by the mastery of grammar rules, but also by the practical uses in the daily activities. For that reason, most of all the teachers (75%) agreed that mastering the grammar rules of a language does not guarantee the students’ ability neither to produce nor to use the language appropriately.

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The above findings reveal that the teachers at BEC Pare Kediri believe the importance of grammar in which the formal and direct instruction helps the students to communicate fluently with correct grammar. Conversely, the mastery of grammar rules does not guarantee the students’ ability to produce and use the language appropriately.

b. Principle in Grammar Pedagogy

The second component is grammar pedagogy, aimed to explore teachers’ principle about grammar teaching approaches. There are four themes that have been targeted related to the different grammar teaching approaches: Inductive, Deductive, Focus-on-Form and Focus-on-Meaning. The result can be seen in table 4.2.

Table 4.2: Principle about approaches to grammar teaching

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Agree &amp; Agree</th>
<th>Not Sure</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>My students expect me to teach grammar rules directly.</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>8.</td>
<td>Grammar is best taught explicitly (deductively), teachers should analyze structures, tell students the rules and then let them do related exercises.</td>
<td>75%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>9.</td>
<td>Grammar is best taught implicitly (inductively), students should examine many examples and find out the grammar rules (patterns) themselves.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10.</td>
<td>Direct explanation of grammar makes my students feel secured and ensure their straightforward grasp of grammar</td>
<td>75%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>11.</td>
<td>If they know it, teachers should use the learners’ L1 to explain grammar rules.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>12.</td>
<td>Students’ self-discovery of grammatical rules is time-consuming but results in better learning and understanding.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>13.</td>
<td>Grammar teaching should focus on the form and meaning of structures and their use in context.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14.</td>
<td>Grammar is best taught through work which mainly focuses on communication and shifts to grammatical form if necessary.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
15. Teachers should pre-plan what grammatical feature to cover in the lesson.  
   100% 0% 0%

16. Teachers are advised to employ grammar terminology when teaching grammar.  
   100% 0% 0%

Adapted from Lee (2008, pp. 81-82)

Statements 7 investigated the teachers’ principle about the students’ grammar learning expectation. Most of the teachers at BEC Pare Kediri (75%) stated that they are not sure if their students expect them to present grammar rules directly. It is due the course condition in which the paradigm is that the students are having the high interest in improving their speaking ability of English. The teachers believe that their students have already achieved the grammatical rules in formal school. They only need to enhance and sharpen their knowledge of grammatical rule to be practiced in the real communication. Because of that reason, the students do not hope the teachers teach grammar rules directly in the classroom.

In line with the statement 7, statement 10 examined the teachers’ principle about the students’ grammar learning preferences. On the contrary, the teachers believed that the students would feel more secured and would show greater understanding of grammar rules if those rules were presented to them directly. The 75% teachers at BEC Pare Kediri strongly agreed with that principle while the 25% teachers strongly disagreed. The ground might be based on the forgettable grammatical rules that have been studied long time ago by the students. So, the beliefs are inferred the teachers to teach grammatical rules directly to the students in order to create the enjoyable and comfortable students’ feeling.
The principle in grammar pedagogy are also related to the two way of teaching grammar; explicit (deductive) and implicit (inductive). Anchored in the statement 8 and 9, it can be wrapped up that grammar is taught in both explicitly and implicitly in the classroom. There was a belief that grammar is best taught explicitly (deductively) which got 75% agreed and 25% disagreed. In this method, teacher should analyze the structures, tell students the rules and then let them to do related exercises. The all teachers in BEC Pare Kediri (25%) also believed that grammar could be also best taught in a way of implicit (inductive) method. This method offered the students to examine many examples and find out the grammar rules (patterns) themselves. Rooted in the finding, it can be concluded that grammar rules are taught in such two methods. In the same vein, all teachers at BEC Pare Kediri (100%) expressed their dissatisfaction towards students’ self-discovery of grammatical rules as they consider it time consuming, but they have acknowledge its’ effectiveness in grammar learning as mentioned in statement 12.

Responses to statement 13 showed that all teachers at BEC Pare Kediri (100%) focused to the use of Focus-on-Form and Focus-on-Meaning teaching approaches in their grammar instruction. In fact, they tend to adopt a sort of a balanced approach that addresses both the form and the meaning of the structures. This has also been confirmed in the responses to statement 14 as 100% of teachers at BEC Pare Kediri agreed that they should focus on communication in their grammar instruction but they have to shift to teach grammatical form if necessary. The preferences for a balanced approach correlate with Long and Robinson’s (1998: 23) views that the topmost task for language teacher is ‘not to choose
between form-based and meaning-based instruction but to find the best balance of these two orientations’.

Participants’ responses to statement 15 and 16 came, partially, as expected. 100% teachers stated that they prefer to plan for their grammatical activities before bringing them to the class. Using grammatical terminology is very important because 100% of teachers at BEC Pare Kediri agreed to employ grammatical terminology in their grammar instruction. The teachers sure that grammatical terminology will help the students to understand grammatical structures easily.

c. Principle about Error Correction and Feedback Approaches

The two last aspects aimed to identify teachers’ principle regarding feedback and correcting students’ grammatical errors. The findings are represented in table 4.3.

Table 4.3: Principle about error treatment

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Agree &amp; Agree</th>
<th>Not Sure</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Since making errors is a normal part of learning, a teacher’s corrective feedback is a waste of time, as it does not help learners eliminate errors.</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>18.</td>
<td>Grammatical correctness is one of the important criteria by which language performance should be judged.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>19.</td>
<td>Students’ spoken grammatical errors should be corrected immediately in order to avoid imperfect learning</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>20.</td>
<td>Students’ spoken grammatical errors should be corrected only when they cause difficulty in communicating the right meaning.</td>
<td>25%</td>
<td>0%</td>
<td>75%</td>
</tr>
<tr>
<td>21.</td>
<td>Students’ written grammatical errors should be corrected immediately in order to avoid imperfect learning</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Students’ written grammatical errors should be corrected only when they cause difficulty in understanding the meaning.  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Students’ written grammatical errors should be corrected only when they cause difficulty in understanding the meaning.</td>
<td>0% 100% 0%</td>
</tr>
<tr>
<td>23. My students dislike being corrected in class.</td>
<td>0% 75% 25%</td>
</tr>
<tr>
<td>24. Form-focused correction helps learners to enhance their grammatical performance.</td>
<td>100% 0% 0%</td>
</tr>
<tr>
<td>25. Teachers should only underline students’ written grammatical errors.</td>
<td>75% 0% 25%</td>
</tr>
<tr>
<td>26. Teachers should only annotate students’ written grammatical errors with marking codes.</td>
<td>0% 100% 0%</td>
</tr>
<tr>
<td>27. Students themselves should think about the errors they make and find the correct forms by themselves.</td>
<td>0% 50% 50%</td>
</tr>
</tbody>
</table>

Adapted from Lee (2008, pp. 81-82)

The importance of grammatical accuracy in learners’ language performance can be recognized from the positive responses of all teachers at BEC Pare Kediri to the statement 18. 100% teachers strongly agreed that grammatical correctness is one of the important criteria by which language performance should be judged. Furthermore, 100% teachers at BEC Pare Kediri tend to rely on form-focused correction in their grammar teaching. They agreed that students’ grammatical performance could be improved through form-focused correction (statement 24). Participants’ positive responses to error treatment correlate with Allwright and Bailey’s (1991) beliefs that learners can adjust their expectations and revise their input through teachers’ corrective feedback.

Although all teachers at BEC Pare Kediri responded positively to error treatment, it does not necessarily mean that they always tend to correct their students’ grammatical error as soon as they happen. 75% teachers have reported that they are not sure their students dislike being corrected on the spot. The rest of teachers (25%) disagreed with that motion (statement 23).
However, 100% teachers at BEC Pare Kediri tend to correct immediately the students’ spoken grammatical errors in order to avoid imperfect learning (statement 19). The correction is given by the teachers as stated in statement 20 inferred that most of the teachers disagreed if the students’ spoken grammatical errors should be corrected only when they cause difficulty in communicating the right meaning. It means that the teachers will give the correction to all students’ spoken grammatical errors without regarding the effectiveness of communication flows. In line with the second type of error, the students’ written grammatical errors, the teachers (100%) believed that it is also should be corrected immediately in order to avoid the imperfect learning. The highest percentage is also shown by the doubt of the teachers (100%) about correcting students’ written grammatical errors that should be corrected only when they cause the difficulty in understanding the meaning.

Concerning the marking strategy, most of the teachers (75%) favor to employ when dealing with students’ written grammatical errors (statement 25). The teachers will only underline the students’ grammatical errors. As stated in statement 26, they will not annotate the errors with marking codes as the teachers are not sure with the effectiveness of that activity. Furthermore, a half of teachers at BEC Pare Kediri (50%) are also not sure to ask their students to think about the errors they make and find the correct form by themselves. The rest a half teacher (50%) disagreed on having self-correction since the teachers realized that the teachers are responsible to facilitate and help the students’ to correct all types of their errors in the learning process at BEC Pare Kediri.

3. The Reflection of Teachers’ Beliefs in Teaching Grammar in Classroom Practice at “Basic English Course” Pare Kediri East Java
This part of the section discusses the reflections of teachers’ beliefs in teaching grammar in the classroom practice at “Basic English Course” in Pare Kediri East Java. The result discussed here came from the analysis of the classroom teaching observation only because there are no syllabus and lesson plans applied in the process of teaching learning at BEC. The ideas supported to this segment consist of four interests. They are the general classification, the types of activity, samples and exercises, and error correction of grammar teaching in classroom practice. Because of the limitation of time, the writer only can explore three teachers who teach grammar at BEC Pare Kediri. The writer assumes that those three teachers can be suitable representatives of all teachers in BEC who teach grammar in their speaking class since each teacher taught the different level of study; BTC, CTC and TC. Here, for the ease of reference, the writer symbolizes the teachers who become the representatives as TX, TY, and TZ. The short descriptions of teachers can be seen in table 4.4.

Table 4.4: The Teachers’ Description of Classroom Practices

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Symbol</th>
<th>Sex</th>
<th>Level</th>
<th>Experience</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TX</td>
<td>Female</td>
<td>TC</td>
<td>20 years</td>
<td>Gerund 2</td>
</tr>
<tr>
<td>2</td>
<td>TY</td>
<td>Male</td>
<td>CTC</td>
<td>16 years</td>
<td>Gerund 1</td>
</tr>
<tr>
<td>3</td>
<td>TZ</td>
<td>Male</td>
<td>BTC</td>
<td>7 years</td>
<td>Noun Phrase and Passive</td>
</tr>
</tbody>
</table>

a. General Classification
From the data which has also been described in the previous section, all the teachers in BEC who were interviewed agreed that grammar played the most important part in learning English. Because these three teachers are also joined in the interview, it can be concluded that the teachers believe that grammar is the main priority of studying English at BEC Pare Kediri East Java. Grammar is taught as stand-alone subject that mostly support the speaking skill.

Based on the classroom observation of three grammar classes, the writer found that the teacher has different style in teaching grammar. The first teacher (TX) seems to be more interactive with the students. She transfers the materials in a way of Communicative Language Teaching (CLT) method. This method influences on the ease of the learning material since both of the teacher and students share their minds and ideas freely in the class. The students are very enthusiastic and active in the class even sometimes they make the wrong answer or examples. Sometimes the teacher related the material of gerund with the hot issues in the teenagers live, such as love. It makes the class blows up, fun and enjoyable. Related to her grammar teaching, she realizes that the grammar plays the important part in the speaking activity. Because of that reason, she applies CLT method in her teaching. By this method, there is no doubt that students will practice to produce spoken sentences a lot rather than written. So, TX has been succeeded in teaching grammar, not only as the formula but also as the product since the students directly produce the examples in their speaking.

Different with the first teacher, the second teacher (TY) is a kind of serious and calm man. He seems to apply the old method of teaching grammar.
That is Grammar Translation Method (GTM). As Richard, J.C & Schmidt, R. (2002: 231) stated that Grammar Translation Method is a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. The typical presentation of this method is the teaching learning process started with presenting the formulas, followed by giving the examples and translating the examples. Based on that literature, it can be concluded that TY teaches his students in a way of GTM. He first presents the formula, after that he presents the examples. Then he and his students translate the examples into Indonesian.

The last teacher (TZ) is the teacher of the first level in BEC Kediri East Java. He teaches the Basic Training Class (BTC). In his teaching, he uses Indonesian to explain, ask, and talk to the students. He also uses Javanese language in East Java dialect for many times. Based on the video of teaching, the writer thinks that TZ applies the Direct Method of teaching learning. He first present the formula of arranging the words into a correct noun phrase. He then presents the examples. After that, he asks his students to produce other examples of noun phrase. For the second material, Passive Voice, he presents the oral text production. He speaks the active sentences, and the sentences are directly changed into passive voice by the students. It is also can be regarded as the Drilling Method. He drills the students with many types of tenses in active sentences and asks the students to make into passive. It is repeated for many times so that the students are used to answer the questions fast and correct. This idea is very good to apply in the grammar teaching class because it can improve both of grammar
and speaking skills together. The disadvantage is that the students cannot be evaluated in detail since they speak the answers together.

b. Types of Activity

Grammar teaching as the main activity in the observed classroom at BEC Pare Kediri can be viewed from the perspective of deductive versus inductive approach (Paradowski, 2007: 1-5). Deductive approach advocates a prior exposure of the students to language fundamentals in a very systematic and logical method. Thus, a teacher introduces the students to grammatical rules and structures in English by means of multiple media – textbooks, class-notes, lectures and via other possible means. This technique simply means providing learners with the ready grammar rule, describing in detail how the new structure is formed, what its components are and in what type of context it can be used.

On the other hand, inductive approach is applied when language rule is deduced/ inferred by means of a controlled discovery. The teacher provides the students with the means to discover the rule – presenting the fundamentals as language examples rather than grammatical structures and rules. It is left the students to understand the usage of the grammatical structure in the context of language paradigms presented and thereby arrive at the rule.

Based on the views above, there were three classes which were observed to get the data about the activity of teaching grammar at “Basic English Course”, Pare, Kediri. The classes are identified into Class A, Class B and Class

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C regarding to the three teachers that have been mentioned above (TX, TY and TZ). Based on the classroom observations, the data can be presented as follows:

1) **The Grammar Classroom Teaching Practice in Class A**

The activities of grammar teaching in class A is considered to be the deductive approach. The teacher writes the definition, classification based on function, and examples in front of the class. After that, the teacher asks the students to share the ideas and makes the examples. The examples are produced in directly spoken way. If the students make mistakes, the teacher is also directly correct them.

It seems that the teacher in class A gives the information in the form of mini-lecture, during which the teacher usually employs grammatical terminology. After the explanation, the students are provided with examples illustrating the new structure, which they analyze and they are subsequently asked to apply the rule to the new sentences. They are typically expected to memorize the rule.

In this class, the students are very active an enthusiastic in producing the other examples related the rule and pattern that have been introduced. They are not afraid to utter some sentences to check their understanding about the matter. The teacher also arouses and motivates the students to be active in the classroom. The class is considered to be the students-centered-learning which the students pay the biggest attention to join and participate in the class.

2) **The Grammar Classroom Teaching Practice in Class B**


The grammar teaching in class B is conducted by TY. He applied the deductive grammar teaching, just like TX in class A. The difference is TY tends to play as the main actor in the class. He directly explains the material, asks students to open their textbook, and makes all examples by himself without giving any chance to students to produce new sentences. For the reason, the class tends to be the teacher-centered-learning perspective.

In this class, the teacher provides learners with ready grammar rule and describes in detail how the new structure is formed. All informations are in the form of mini-lecture, during which the teacher usually employs the grammatical terminology. The teacher also describes in detail about the meaning of certain words and presents the synonym to enrich the students’ vocabularies. To break the ice, the teacher makes some jokes related to the students’ daily hot issue, such as love. The teacher gives the big opportunity to the students to ask the questions about the related materials if they can not catch the idea well. Unfortunately, the class seems to be uninteresting because most of the students are silent. They do not share their ideas about the subject matter that is being taught since the teacher does not give them a chance to speak.

3) The Grammar Classroom Teaching Practice in Class C
The grammar teaching classroom practice in class C can be viewed into two parts. The first is about teaching grammar of noun phrase and the second is about teaching grammar of passive voice. From those two subject matters that are being taught, the finding can be described as follow.

Firstly, the teaching grammar of noun phrase seems to apply the deductive approach. The teacher writes the pattern of how to construct the noun phrase, the students write in their notebooks, and then they practice to make examples together. Secondly, the teaching grammar of passive voice seems to apply the inductive approach. The teacher arouses the students to provide the examples by practicing it orally until the students’ recognize and memorize the rules by themselves. However, there is, perhaps, the subject matter has been discussed before, so the students do not need any more explanation at that time. They only have to master the pattern by doing exercises, such as drilling, provided by their teacher. It comes to the final argument that the grammar teaching of passive voice is also done by the deductive approach.

Based on the analysis above, it can be concluded that the types of activity of grammar teaching at BEC mostly apply the deductive approach. Thus, the teacher introduces the grammatical rules and structures to the students. Then the examples are produced. Finally, the students practice to make the sentences based on the structure that has been explained before.

In addition, the main activities of three classes are little bit different. The first class (class A) is dominated with the interaction between the teacher and the students. They are very active discussing the material (Gerund 1). The teacher floors the questions related to the material and the students try to answer orally. Besides that, the teacher also asks the students to make examples after the
explanation is given. It trains the students to speak and share their ideas in the classroom freely. Meanwhile, in the class B, the interaction between the teacher and the students is not really much. The teacher explains all the materials and the students are only listening and writing the note. Even for the examples, the students do not have the opportunities to create their words. The last class (class C) is considered to be the good model of main activities of teaching grammar. First, the teacher explains the lesson, he then asks the students to make a note. After that, the students are practicing the formula to produce oral sentences. It makes the class very life. The students enjoy the teaching learning process. But in this class, it seems that the teacher does not apply English as the main language in the class. The teacher mostly uses Indonesian, even Javanese language especially east Java dialect.

The same activities of those three classes are the teacher gives a big chance to students to ask some questions about the materials if they have not grasped the ideas yet. The students and the teacher also play some jokes to break the ice in the classroom. Whatever main activities happened in the class, the students enjoy it so much and they look happy.

c. Samples and Exercises

During the observed sessions, the samples and exercises are given in the different manner. For the detail information of three classes that have been observed, here the writer presents the samples and exercises as below:

1) Class A
In this class, the teacher chats about gerund. Before giving examples, the teacher builds the students’ knowledge about the material that will be discussed. She emphasizes on the student’s basic concept about gerund by asking such these questions.

TX : O.K. Gerund is ALWAYS V-ing.
V-ing is NOT ALWAYS gerund
V-ing can function
1. as the verb of the sentences.
It can be found in Continuous Tenses
OK. Give me example of one of the continuous tense
SS : I am studying English now
TX : All right. It is present continuous tense.
Another continuous tense!
SS : I was overtaking pet yesterday
TX : Ha?? Yesterday?
Yesterday, Last week, Last month... Past Tense
I was overtaking pet when....
I was overtaking pet when I watched the movie
...
Come on, another continuous tense.
SS : I will be eating tomorrow.
TX : Ha? Are you sure with your example? Tomorrow?
You have been sitting on your chair since in the morning.
O.K. Give me another example.
SS : I have been studying for an hour.
TX : All right. I have been studying since last month.
How long has she been waiting for the bus?
They will be accompanying us at 7 o’clock tonight.
Based on that data, it can be concluded that the teacher arouses the students to create their own examples of every parts in the teacher’s explanation. Of course, the examples have been made by the students are not always correct. If the teacher found the mistakes or errors, she directly revises the sentence and change into the good one. She also gives the clue of how the incorrect example can be accurate.

Talking about the kinds of exercises, there is no significant test given to the students. Perhaps it is because at that moment, the topic has become the first meeting to be discussed in the class. The teacher also does not mention the kind of source that she used to deliver the material about gerund. So there is no exercise given to the students to improve their mastery of gerund.

2) Class B

The next findings of teacher’s given examples and exercises could be seen from the sort of classroom teaching grammar transcript below.

**TY**  :  Gerund is only a word. Gerund is not continuous. Gerund can position in any places.

Example:

- You are studying English. Studying is present continuous tense.
- Studying spends much energy. Studying is Gerund
- Smoking causes cancer. Smoking is also gerund.
- Gerund is a solution if you want to make noun. Gerund is different with adjective clause.

Now, we go to the functions of Gerund.

First, as Subject (see page 150 of your book)

This is the universal structure.  \( \text{V-ing } \rightarrow \text{Verb } \rightarrow \text{Object} \).

- Singing is the most wanted job for younger.
- The rules are don’t add the determiner, to be is always singular.
- Wanted job is not passive, it is past participle post modifier. We will discuss it in the next topic.
- Hiking has much risk
- Teaching is my favourite job

The other pattern is \( \text{V-ing } \rightarrow \text{word } \rightarrow \text{Verb } \rightarrow \text{Object} \)

- Understanding Fahruddin’s explanation is so hard for me.
- Teaching 100 students is tiring
- Loving you is mistake
SS : Can we say Teaching 100 students are tiring? Because there are many students, right?
TY : No, to be is always singular. The main subject is not 100 students, but the gerund, teaching.

From the dialog above, we could see that there were no active interactions between the teacher and the students. The classroom interaction was dominated by the teacher, in one way communication. The explanation and the examples were made by the teacher, without activating the students’ prior knowledge. The approach applied in this class was teacher-centered learning. The teacher was the main actor in the class. Because of that reason, the students did not get any chance to write or produce their own examples about the related material. It caused there was no error correction done by the teacher.

3) Class C

The third classroom observation showed the surprising fact that the teacher at BEC Pare Kediri still used most of Indonesian even Jawatimuran language in his communication activities. In the beginning, he asked his students to write the materials on the blackboard. He gave the limitation of time so that the students did not spend much time to copy the materials. When all students finished their handwriting, the teacher explained the materials about the Noun Phrase and Passive Voice.

The classroom interaction between teacher and students could be seen from the sort of dialog below.

TZ : Okey, Sekarang apa Bahasa Inggrisnya 'Guru Bahasa Inggris'
SSs : English teacher
TZ : Kalo 'Seorang guru Bahasa Inggris'
SSs : An English teacher
TZ : 'Seorang pemuda yang tampan'
SSs : A handsome man
TZ : Gimana? Paham? Seorang guru Bahasa Inggris yang tampan
SSs : A handsome English teacher
TZ : Seorang anak laki-laki hitam yang tampan
SSs : A handsome black kid

Note: The SSs indicated that it was spoken by all students together

Another section of the classroom teaching practice in class C showed the different styles of giving examples and exercises. See the examples of the sort transcript below:

SSs : My pen was taken by her
TZ : my father is calling my mother (the teacher points to some students to answer orally one by one)
S1 : My mother is being called by my father
S2 : My mother is being called by my father
S3 : My mother being called by my father
TZ : 'Yang jawabannya 'my mother is being called by my father' betul. Yang tidak, salah. Ayo maju ke depan (S3 came forward and stands in front of the class)

(Note: the same activities was happened for many times until the rest of students who sat on their chairs were only around 5 students)

The dialog above showed that the teacher shared the examples and exercises mostly in spoken form. The students are used to answer the questions orally in two different way; individually and all together. This system has been led the students to think about correct grammar as soon as possible. The students were also trying how to speak fluently with good grammar. Hence, the grammar teaching in class C seemed to be the most appropriate method of teaching, especially in the steps of giving examples and exercises.

Meanwhile, the researcher found that TZ used many Indonesian language even the Javanese language in his teaching practice. Of course, it was not
recommended by BEC Pare Kediri West Java since the focus of teaching and learning English at BEC Pare Kediri West Java is improving the students’ English skills with minimalizing the use of the mother tongue. So, it would be better if TZ fulfilled his class with the target language speaking production.

d. Error Correction

The last discussion about the reflection of teachers’ beliefs in teaching grammar in the classroom practice at “Basic English Course” in Pare Kediri East Java related to the error correction done by the teachers. Here, the researcher presented the way of error correction in table 4.5.

Table 4.5: The Way of Error Correction

<table>
<thead>
<tr>
<th>Class</th>
<th>Teacher</th>
<th>Examples of errors</th>
<th>Error Correction</th>
<th>Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>TX</td>
<td>I was overtaking pet yesterday</td>
<td>I was overtaking pet when…. Overtaking or overtook? I was overtaking pet when my father watched the movie.</td>
<td>Directly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I will be eating tomorrow</td>
<td>I will eat tomarrow. I will be eating fried rice tonight</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>TY</td>
<td>No error correction because the teacher made all of the examples by himself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>TZ</td>
<td>The rabbits are eating a carrot. Change into passive. Yow!!! A carrot are being eaten by the rabbits</td>
<td>A carrot ….\ Carrot-nya berapa? 1 kan? Jadi…. A carrot is being eaten by the rabbits</td>
<td>Directly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I don’t like you. You don’t liked by me</td>
<td>Remember… use to be + V3 You are not liked by me</td>
<td></td>
</tr>
</tbody>
</table>
From the table above, we can see how the teachers corrected their students’ errors and mistakes during the teaching and learning process in the classroom. Most of the teachers agreed to rectify the students’ grammatical errors in direct way. It is very effective because the students will recognize their errors and mistakes, so they can produce the better and correct examples in the next stages of learning. The strange condition happened in class B since there was no single example produced by the students. As the result, the researcher could not find the way of teacher’s error correction.

d. The Learners’ Perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java

To answer this last research question, the writer used the data of interview that has been taken from the representatives of students who studied in BEC Pare Kediri East Java. There were four students took part in this research in which their names are anonymously mentioned. The general data can be seen in table 4.6.

Table 4.6: The students as respondents in this research

<table>
<thead>
<tr>
<th>Students</th>
<th>Sex</th>
<th>Origin</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Male</td>
<td>East Aceh</td>
<td>MS</td>
</tr>
<tr>
<td>S2</td>
<td>Male</td>
<td>Jepara, Central Java</td>
<td>MS</td>
</tr>
<tr>
<td>S3</td>
<td>Male</td>
<td>Brebes, Central Java</td>
<td>TC</td>
</tr>
<tr>
<td>S4</td>
<td>Female</td>
<td>Mojokerto, East Java</td>
<td>TC</td>
</tr>
</tbody>
</table>

Here, the learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java will be
described into three sections, they are learners’ experience, learners’ impression and learners’ view about teaching and learning grammar. The detailed of data findings of interview can be analyzed through the following explanation.

a. Learners’ Experience on the learning environment

The students of BEC Pare Kediri came from the various cities all around this lovely country, Indonesia. So, the students’ experience must be rich and different. The experiences could be identified into two segments, the students’ experiences at formal school and the students’ experiences at BEC Pare Kediri.

1) Formal School

The learners’ experiences started when they went to school. It could be started from Kindergarten or Elementary School. For sure, the learners have been studying English since that moment. Of course, the learning method would be growing up in line with the level of the study. The standard levels of formal study are Elementary School, Junior High School, and Senior High School.

Based on the interview, S1 stated his experience of studying in formal school. He said,

‘Ya, jadi kalau di SMP, SMA itu hanya gambaran besar saja pak, pertemuan itu jarang, jangka waktu jarang dan pertemuan singkat. Contoh seperti ini, mungkin seminggu Cuma 2 kali, dan 1 kali pertemuan hanya satu setengah jam. Dan seminggu hanya mendapat 3 jam. Kalau disini kebalikannya, 1 hari bisa lebih dari 5 pertemuan. Karena di SMP, SMA kan berbenturan dengan pelajaran lain, otomatis waktunya kan terbagi-bagi, jadi alngkah baiknya menurut saya memang ada penambahan waktu khusus yang seharusnya diterapkan di kursusan pare ini ke sekolah-sekolah. (S1/ Y22)

Referred to that statement, it can be concluded that the students/learners who studied in formal school have the limitation of time in studying English. They were also not focused on the English subject since there were many kinds of
subjects should be learned in time. That caused their grammatical competences; especially in speaking skill could not be improved maximally.

Another opinion about the way of teaching and learning grammar related to speaking skill is delivered by the second student (S2). In answering the researcher’s question whether or not the models of teaching at BEC are applied at formal schools, he stated as follow:

Ya tergantung dari mereka, tergantung dari kurikulum. Kan kurikulum sekarang itu belajar Bahasa Inggris dipotong dari 4 jam menjadi 2 jam.

He added:

Tentu itu hanya mempelajari materi saja belum tentu practice, ada ekstra kurikuler setelah pelajaran formal, itu masih bisa. Kalau misal mereka mau menerapkan pembelajaran seperti ini, misal pelajaran formal di pagi hari nanti ada program seperti di BEC pada sore hari di sekolahannya itu Insya Allah bisa diterapkan.

From the extract above, the student (S2) argued that the teaching and learning process at formal school is much more different from BEC. The formal school applied the curriculum that has been shared by the central government. The new curriculum stated that the English subject is reduced from 4 hours/week into 2 hours/week. This limitation of time influenced on the technique, strategy, and method of teaching and learning. Since the teaching time in formal school is very short, the material could not be given much deeper. The students perhaps will only memorize the grammatical pattern without any practical activity during the class. This condition will be better if the students are willing to join such an extracurricular program, for instance English Study Club (ESC) to enhance their knowledge about English grammatical rules and practices. But the real condition proved the students’ interest of enrolling the ESC program is near to the ground.
The effect of that situation is the students’ mastery of English could not be improved well.

The statement above could be the representatives of all students’ experiences of learning English at formal school. They got the same perceptions and beliefs about teaching grammar in their previous school. The beliefs are grammar is not taught intensively to improve the students’ speaking skill. The focus of teaching learning English in formal school is only to grasp the idea and concept of English structures, without focus on the practice. That’s why the students’ grammar are easily forgotten because they do not apply them in the real communication practices.

2) BEC

All of the students who have been interviewed are in the different levels of studies at BEC Pare Kediri, but all of them have already finished the first two levels; BTC (Basic Training Course) and CTC (Candidate Training Class). Therefore, the students or respondents joined in this research had the experiences of teaching and learning in this course.

The first student shared his experience in BEC Pare Kediri as follow:

“Jadi, waktu di TC itu, pertama kali masuk grammar sama Mr.Fa yang diajarin relative pronoun mulai dari relative pronoun, ke gerund sama present participle sama past participle. Karena waktunya cuma singkat hanya 3 bulan, dan diulang setiap harinya”(S1/Y14)

Regarding to the statement above, it can be concluded that grammar became the main focus of teaching and learning at BEC Pare Kediri. The grammatical rules about relative pronoun, gerund, present participle and past participle are taught intensively and repeatedly everyday during three months. Of
course, the students’ mastery is not only memorizing the grammatical rules of those scopes, but also knowing how to apply the rules in the real communication.

Another experience of studying grammar has been proposed by the second student. He said that the most interesting agenda in BEC Pare Kediri is delivering speech as the weekly meeting assignment. In that activity, the students of TC are divided into several duties, such as grammatical corrector, pronunciation corrector, actors in role play or drama, recited Qur’an and speaker itself. The correctors are responsible to correct their friends’ error in grammar and pronunciation when they deliver the speech in front of the whole students at BEC Pare Kediri. This strategy of teaching and learning is giving significant contribution to the mastery of grammar and pronunciation, the level of confidence and the speaking skills as the basic components of English communication proficiency.

“Kalau misal di weekly meeting yang diadakan seminggu sekali itu nah itu ada program yang namanya speech atau pidato dari siswa. Nah, ketika ada pidato dari siswa, pasti ada grammatical corrector sama pronunciation corrector. Dari siswa sendiri itu, jadi 2 siswa sudah disiapkan dan setiap minggu pasti diganti, bergilir. Misal 1 Weekly meeting itu ada 2 kelas, pasti semua anak di TC pasti mendapatkan giliran speaking atau speech, yang lain mendapatkan giliran misal 2 correctors yang lain dapat giliran role play atau drama. Yang lain mendapat giliran recited Quran. Nah semua itu menggunakan Bahasa Inggris. Jadi, ketika mereka itu berpidato jadi ada 2 correctors atau mengoreksi dari siswa sendiri. Nah, setelah ada 10 speakers atau siswa yang berpidato biasanya langsung 1 corrector langsung memberikan koreksi dari kesalahan-kesalahan.” (S2/ Y28)

From the data above we know that S2 had good experiences in studying at BEC Pare, Kediri. S2 stated that at the Weekly meeting, the students got chance to have a speech. The other students would be the correctors whenever there was a
mistake in the speech. The other different students would get chance to play a role in a drama or recited Qur’an.

b. Learners’ Impression towards Teaching and Learning Process

Analyzing the Learners’ Perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java cannot be separated with analyzing the learners’ impression toward teaching and learning process at BEC itself. Here, we are going to discuss the learners’ impression during their study as follows:

First of all, the writer would like to put on view the S1 impression of having course at BEC Pare Kediri, especially on the way of teaching grammar. As quoted from the transcript of interview, the finding is below.

Kalau menurut saya bagus, mudah ditangkap juga karena bahasa yang digunakan bahasa sehari-hari bukan bahasa yang tinggi, jadi penerapan itu yang tadinya express itu bisa diterima oleh kita. Tapi kalau di sekolah-sekolah materi itu seharusnya dikuasai 2 bulan, tapi kalau disini hanya 2 minggu udah bisa diserap dengan baik.

Rely on the statement above, it can be brought to a close view that the student enjoyed the teaching and learning at BEC Pare Kediri. He thought that the teaching strategy applied in the classroom is good and easily understood because the teachers used the daily English vocabularies. Even the materials were a lot, it could not be the matter because the teachers taught the lesson fast. Moreover, the teachers only needed a quarter of the regular time in teaching such kind of grammatical structures. It, for sure, was also comprehended well by the students.
Next impression came from the S2. When he was asked about his impression of learning English at BEC Pare Kediri, he said that he was very satisfied. The English teaching and learning were not only taught in a written form to be memorized but also in practice. Because of that reason, their English is good from the point of view of both fluency and grammar. S2 stated as follow:

_Jadi yang namanya BEC kan pengajaran Bahasa Inggris, jadi setiap hari belajar Bahasa Inggris dan belajar grammar. Nah, mereka mengajar grammar tidak hanya tertulis tapi juga practice. Tentu kita Insya Allah kita merasa puas dengan pengajaran mereka. Jadi kita tidak hanya mengetahui rumus dan penggunaannya tapi kita juga bisa mempraktikannya._

The conclusion of S2’s learning impression was also proposed by the interviewer or the writer. He interestingly commented and answered “Ya” (Extract S2/ X32).

_Baik saya simpulkan mas ya, kalau saya simpulkan secara global kesan anda terhadap guru pada umumnya di BEC kesannya positif kesannya baik, bisa menerima teknik-teknik, metode-metode, langkah-langkah yang digunakan oleh para guru dan yang kedua langkah-langkah yang ditempuh oleh para guru dalam pengajaran grammar pada umumnya dimulai dengan explanation, penjelasan dulu kemudian example ada contoh-contohnya kemudian exercise ada latihan-latihannya kemudian latihan yang lebih mendalam dapat dikatakan production untuk speaking ya..dari awal tadi sampai akhir seperti itu mas ya..._

After the writer stated his closing statement, the student agreed with true concepts of impression. He could not deny that the positive impressions towards English teaching at BEC came up along with the positive impressions towards the teachers of BEC. The techniques, methods and steps of teaching learning English have been done impressively excellent. The steps of grammar teaching were
started with the explanation, examples, exercises and practice. As the final product of the process is the speaking activity with correct grammar.

Furthermore, the third respondent shared her impressions of joining course at BEC Pare Kediri. She stated as follow:

(Extract S3/ Y18, Y19)

“... Nah, saya lihat cara pengajaran di BEC dan kursus lain itu bagi saya berbeda. Kalau dihajar kan semacam kilat, otomatis praktik, cara pengajaran berbeda. Bagi saya BEC itu, tidak hanya mengajarkan kita structure atau English in use saja, tapi juga mengajarkan pengtahuan dan informasi yang belum kita ketahui...”

Furthermore, she said:

Begini pak, kenapa BEC menjadi favorit para siswa karena yang pertama BEC di Pare ini, dan dari BEC ini telah mengeluarkan alumni-alumni yang berkualitas otomatis mereka gak mungkin sembarangan atau pun gak punya metode khusus untuk mengajar. Itulah salah satu alasan kenapa mereka dan kita milih di BEC.

The sort of statement above confirmed that BEC Pare Kediri has much more superiority that the other English Courses at Pare Kediri East Java. S3 had experience of having English course before he entered BEC. According to him, BEC was the best English Course at Pare Kediri since the teaching was not only focused on the ability to speak English fluently with correct grammar in short time, but also the teachers taught the broad knowledge about the world. That’s why BEC is very popular and many students choose to study at BEC. The unique method of teaching and the special characteristics of all teachers at BEC have led this course to be the most qualified English course around that town.

The last student (S4) tried to maintain her impressions on having course at BEC Pare Kediri. She is the only one young woman who participated in the interview. Based on her previous experiences of study at BEC, she could share this kind of impressions.(Extract S4/ X20, Y20)
The result of interview showed that the way of teaching grammar at BEC Pare Kediri was very easy to be understood. The material was directly practiced step by step. If the teachers were sure that the material has been mastered well, they would continue to another subject matter. On the contrary, if the teachers felt their students have not grabbed hold of the whole idea yet, they would like to repeat the subject matter until their students were able to practice the grammatical rules in the real communication.

**c. Learners’ View about the Subject Matters**

In this section, the writer would like to present the learners’ view about (1) the relation between grammar and speaking, (2) the error correction and (3) the steps of teaching. Related to the learners’ view of grammar and speaking, S1 expressed his idea as follow:


From the data above we know that S1 thouht there was a strong correlation between grammar and speaking. To avoid misunderstanding and
miscommunication, we should learn English seriously. Answering the next researcher’s questions about the importance of grammar and speaking, he stated as follow:

Kalau menurut saya, grammar dan speaking sama-sama penting dan seimbang dan harus dipelajari juga secara balance. Tadi bapak bilang, jadi orang lebih ke speaking dulu, kalau menurut saya itu sama pentingnya. Alangkah celakanya apabila orang melatih speaking, dengan menggunakan grammar yang salah, terus itu akan dijadikan kebiasaan yang sulit diubah. Tapi apabila dia belajar grammar dan speaking dalam waktu yang bersamaan, jadi dalam percakapan sehari-hari itu dia bisa mengingat lagi. Tapi kalau dia pelajari speaking tanpa grammar, otomatis dia akan berbicara sesuka hatinya, diluar jalur, diluar aturan grammar. (S1/Y26)

According to S1, both grammar and speaking are important. We should give the same portion of attention to both grammar and speaking. From start on, someone should learn grammar and speaking integratedly so that he/she would speak grammatically correct.

Meanwhile, S2 expressed his idea related to his view about grammar and speaking, as follow:


From his expression above, S2 thought that grammar and speaking had close relationship. When someone speaks, he/she must remember and use the rule or grammar. It is impossible for someone to speak without grammar.
When the researcher asked S2 to respond the statement, "grammar itu alatnya, speaking itu produk atau tujuannya," he said as follow:


S2 believed to Mr. Kalend’s doctrine given at the first time he started studying at BEC Pare Kediri. According to him, the final product of learning at BEC is the competence of speaking with correct grammar. As the founder of the English village, Mr. Kalend always emphasizes on the importance of grammar in speaking.

The following data is the S3’s view about the relationship between grammar and speaking. In answering the researcher’s question, S3 stated as follow:


He cited from Mr. Kalend that when we speak English without grammar it can make a miscommunication, especially with foreigners. According to him,
speaking and grammar are important. When we are speaking automatically we use our grammar in order not to make miscommunication. When the researcher corrected his last utterance, he agreed, said: “Grammar, jangan sembarangan berbicara. Ketika kita berbicara gunakanlah grammar yang baik, structurennya seperti apa dalam praktiknya. Jadi ada kaitan antara grammar dan speaking.

When we speak, we should use grammar correctly. He concluded that there was relationship between grammar and speaking.

S4 as the last interviewee responded the writer’s questionsshe answere: “Iya speaking. Speaking itu harus mantep dari grammar, mantep dari pronunciation itu. Disitu itu kita dimantepkan pasti ada waktu untuk kita berpidato, disitu kita asah lagi kemampuan dari grammar masuk, speaking masuk, pronunciation juga masuk.” (S4/Y17). The statement was given by S4 after the writer asked her that after grammar was taught in class, the concept was understood by the students, their understanding was checked by the teacher but the application was in various skills, especially in speaking.

Related to the relationship between grammar and speaking, S4 said as follow:

According to S4, speaking without grammar is not speaking. Furthermore she said that grammar is important for speaking. She concluded that grammar is the basis for speaking itself.

From the interview, all students agreed that there is a close relationship between grammar and speaking. All of them believed to Mr. Kalend’s doctrine given at the first time they started studying at BEC Pare Kediri. As the founder of the English village, Mr. Kalend always emphasizes on the importance of grammar in speaking. The story came once upon a time when Mr. Kalend met the sailor who has been travelled around the world. The sailor said that grammar is not important in the real communication as long as the speaker and the listener can catch the idea of the matter have been discussed. But the sailor’s principle was defied by Mr. Kalend. He argued that grammar is very important to avoid miscommunication and misperception. The problem will be arisen when the native and non-native speakers had a chat. The mistake or error in applying grammatical structures would influence to the flow of communication. Even it can cause the perplexity of both speaker and listener.

In addition, all students of BEC Pare Kediri knew the worth of grammar by heart. They had a belief that they have to speak English with correct grammar. They had to maintain the good quality of English students at BEC to be the most credible course at Pare Kediri.

The following data is about the learners’ view of error correction. When the writer asked S1 that certain teacher also controlled when the students made mistakes or had error, he said: “Iya sama pronunciation juga, nah kalau kita…”
biasanya menggunakan many otomatis kan plural gak singular, many place langsung dicut jadi many places, jadi langsung dikontrol gitu ya.”(S1/Y10). He agreed that the teacher also corrected the pronunciation. When the students had grammar error or mistakes, the teacher directly corrected it.

The following expression is S1 response when the writer asked him about the steps the teacher done in teaching grammar. He said:

Ya, tapi exercise itu bukan untuk menilai tapi untuk memahami sejauh mana murid-murid itu mengetahui apa yang telah diberikan oleh guru. Jadi setelah Mr.Fa memberikan contoh di papan tulis, Mr. Fa memberi kesempatan kepada murid untuk memahami contoh masing-masing dan tanyakan sama Mr.Fa. dan apabila terjadi kesalahan dalam membuat contoh, Mr.Fa langsung mengoreksinya dan itu terjadi berulang-uluang sampai pertemuan terakhir. Saat ujannya itu oral. Tapi kalau di kelas Mr.Fa lebih pada interaksi, grammar digunakan untuk komunikasi. Jadi pada saat ujian terakhir, kita harus oral dan materinya itu seperti yang bilang tadi.(S1/Y16)

S1 explained, when the students got chance to make examples or do the exercises and they made mistakes or had errors, the teacher directly corrected them.

When the writer asked S2 about who corrected the students when they had errors or made mistakes, he answered as follow:

Ketika ada salah, misal ketika di daily conversation dengan teman-teman kita tidak terlalu ketat pengoreksianya. Cuma teman-teman yang tahu aja mengoreksi grammar temennya. Jadi kalau tidak tahu ya tidak dikoreksi. Kalau dari guru ketika guru mengetahui kesalahan si anak pasti langsung dikoreksi oleh guru.(S2/Y 22)

S2 explained when a learner had an error in a daily conversation, for example, the other friends who know would correct it. When a teacher found an error done by a learner, he/she would directly correct the error.
When the writer asked S2 about his feeling when he was corrected because of an error, he expressed his feeling and said: “Perasaannya, pertama ya kecewa lah..tentunya gitu, kita kan, kalau dari saya, saya selalu berusaha untuk speaking menggunakan grammar tetapi kok sampai salah, tapi lama lama ya saya menyadari “ow iya pasti ada kesalahan” ya wajar sebagai proses.”(S2/Y23). He said that firstly he felt disappointed to be corrected but later on he realized that when there was a correction, there must be an error or mistake. Finally he could accept it because it was fair as a process.

When the writer asked S2 to express his feeling when he got chance to correct other friends, he said as follow:

Seneng juga kalau mengoreksi temen pak, terkadang ya ada perasaan malu walau itu temen. Perasaan malu itu pasti ada. Karena apa ya, speaking itu kita masih berusaha kemudian ada temen yang salah kalau semisal itu kan ketika memotong pembicaraan itu cukup sulit ketika mereka ngomong Bahasa Inggris sudah susah susahan ketika kita memotong pembicaraan mereka itu hal yang cukup berat untuk mengoreksi.(S2/Y26)

From the data above we know that S2 felt both exciting and ashamed to correct other friends’ errors. He said that it was difficult to interrupt someone’s speech. He believed that the students had a burden and difficulty in speaking English. He thought that when they were interrupted to be corrected, they had double burdens.

Related to the result of other friends’ correction wether it was right or wrong, S2 explained that the teacher would give any certainty and justification. Here is his statement:

Ow iya, kalau misal saja di kelas dulu. Misal Miss Yuni mendengar idiom atau pernyataan pernyataan yang tidak sesuai dengan kaidah Bahasa Inggris itu langsung dikoreksi dibenarkan Miss Yuni, nah itu langsung jadi pelajaran di kelas. Jadi, common mistakes atau kesalahan-kesalahan yang umum nah itu langsung diberikan ke siswa dan itu langsung diberikan dan seperti di kertas, Miss Yuni langsung ngetik di kertas kemudian dibagikan ke siswa sebagai pembenaran dari Miss Yuni.
From the data above we know that the teacher made use of the common mistakes as the lesson in the class. The teacher would make such handout to be distributed to the students as the justification.

Based on the findings about the learners’ view of error correction from some extracts above, the teachers at BEC Pare Kediri believed that it is best to perform it directly. Fortunately, the students felt no worries with the way of their teachers in correcting their grammatical errors. It also did not influence on the students’ level of confidence. Eventhough their teachers correct their error immediately, the students’ interest of improving their speaking skill during the lesson is still high. In line with the way of correcting the grammatical errors, it is not always done by the teachers. The other friends, sometimes, got the chance to check and response the errors made by the students in the classroom. So, the error was corrected by both teachers and students.

The following findings are about the learners’ view of teaching learning process. S1 told about teaching learning proertain teacher. When the writer asked him to tell about a teaching he remembered, he said: “Pertama kali Mr.Fa menjelaskan secara pengertian, setelah itu fungsinya apa setelah itu menjelaskan dengan contoh. Setelah itu Mr.Fa memberikan kesempatan kepada kita untuk membuat contoh satu persatu.” (S1/Y15)

He told that the teacher started with explanation about the definition, and then the function, after that he gave examples. Then he asked the students to make example one by one.
When the writer said that it was an exercise, he agreed and said:

*Ya, tapi exercise itu bukan menjadi nilai tapi untuk memahami sejauh mana murid-murid itu mengetahui apa yang telah diberikan oleh guru. Jadi setelah Mr.Fa memberikan contoh di papan tulis, Mr. Fa memberi kesempatan kepada murid untuk membuat contoh masing-masing dan tunjukkan sama Mr.Fa. dan apabila terjadi kesalahan dalam membuat contoh, Mr.Fa langsung mengoreksinya dan itu terjadi berulang-ulang sampai pertemuan terakhir. Saat ujian itu oral. Tapi kalau di kelas Mr. Fa lebih pada interaksi, grammar digunakan untuk komunikasi. Jadi pada saat ujian terakhir, kita harus oral dan materinya itu seperti yang bilang tadi.* (S1/Y16)

He said that the exercise was to check the students’ understanding. When the students made errors in making examples, the teacher directly corrected them.

When S2 got the chance from the writer to tell his experience, he told as follow:

*Kalau dari pertama saya bertemu di kelas pertama, beliau tentu memperkenalkan diri kemudian langsung dibuka pelajaran misal hari pertama tentang tenses. Hari pertama penampilan beliau kurang terlalu menarik tapi hari kedua sampai seterusnya ketika beliau mengajar untuk pertama kalinya tentu beliau membuka pelajaran dengan basmalah, salam, kemudian mengawali dengan memperkenalkan tenses misal pakai simple present. Nah, simple present kemudian beliau mengundang 1 anak atau 2 anak yang mau maju, kemudian itu disuruh I speak English; we speak English, they speak English. Nah, tentu beliau menggunakan cara practice sebelum memperkenalkan pelajaran itu. Kemudian beliau membuka pelajaran, menulis pelajaran kemudian langsung menerangkannya kepada anak-anak kemudian anak menulis.* (S2/Y8)

S2 told that the teacher opened the lesson by saying basmalah, greeting and then introduced the topic. After that he explained the lesson and wrote it on the board. The students copied the lesson. To check the students understanding, the teacher gave the students exercise to be done. He said: “*Langkah beliau, setelah beliau menulis rumus beserta contohnya, beliau menyuruh mereka*
untuk mengisi soal yang beliau tulis di board. Beliau pun menyuruh siapa yang ingin maju terus maju” (S2/Y10). To tell about the error correction done by the teacher, S2 explained: “Iya, kemudian beliau setelah itu mengoreksi misal ada yang salah beliau langsung mengoreksi mereka langsung tahu kesalahan mereka.” (S2/Y11). He told that the teacher corrected the error directly so that the students knew their errors.

At the final steps, the teacher usually gave the students some homework. The teacher also motivated them. The following data is S2 recognition.

Ya, setelah itu beliau kan ada buku, seperti buku latihan. Misal hari berikutnya beliau memberi PR kepada mereka misal 2 halaman atau 3 halaman. Biasanya PRnya itu gak cukup sulit, mudah-mudah aja. Hari berikutnya setelah memberikan PR, beliau memotivasi mereka itu kan hari-hari pertama. Jadi beliau terus memotivasi mereka di hari-hari pertama, di hari kedua ketiga juga begitu. Jadi setiap ada anak yang ingin bertanya beliau langsung membawab. Tidak hanya masalah grammar, structure tapi hal-hal lain juga. (S2/Y12)

The following data is about S3’s experience in attending the teaching learning process. When the writer asked him about the steps of teaching and learning process, he answered: “Ya pertama, mengulang pelajaran yang kemarin untuk menguatkan ingatan kita. Nah setelah mengulang langsung ke materinya. Kembali latihan, dan setelah latihan, baru ke materi baru; tapi mengulang materi dan materi baru.” (S3/Y6)

He told that the teacher refreshed the students understanding about the last lesson before she came to the new lesson. Furthermore he explained that the teacher also told the students some information which was not related to the lesson. The following extract is his recognition:
Cuman biasanya pada pertengahan materi kadang ada tambahan, tistilahnya bukan menyambung materi tetapi bicara tentang pengetahuan yang belum kita ketahui, seperti informasi-informasi baru. Kan disini kita disibukkan dengan belajar Bahasa Inggris, kadang kita juga tidak tahu informasi baru seperti apa, jadi kadang sering seperti motivasi gak condong ke materi aja, Mom Atun kadang ngasih kita informasi, motivasi baru yang tidak hanya ada di Indonesia, tapi diluar negeri juga kan. Disamping itu agar kita tidak bored, biar kita gak bosen dalam belajar Mom Atun suka ngasih joke itu..makanya kita kadang belajar itu asik, grammar kan biasanya memusingkan karena Mom Atun menyelingi dengan joke jadi tidak bosen, asik malahan.(S3/Y9)

S3 felt ejoyble stdying with his teacher (T5) because she liked to give joke to make the students did not feel bored.

In responding the writer’s question about the teaching learning process, S4 expressed: “Langkah-langkahnya itu salam, terus pertama mengingat lagi pelajaran yang dulu setelah itu berbicara tentang asal kita belajar, setelah itu kita belajar.” (S4/Y13.) From the data we know that the teacher started the lesson with greeting. After that, the teacher reminded the students to the last lesson. Then, the teacher continued to the new lesson.

When the writer asked her that the teacher started his teaching with explanation, she agreed and said: “Iya penjelasan dulu setelah itu untuk mengetahui kemampuan anak tersebut sudah memahami atau belum, nanti ada soal sendiri.” (S4/Y14). When the writer asked her about the next step done by the teacher, she answered: “Iya pemantapan untuk ilmu yang baru setelah itu gurunya ingin mengetahui kemampuan siswa dari soal latihan seperti itu dan gurunya menilai.” (S4/Y15) She explained that to check the students’ understanding about the lesson, the teacher gave them exercise. From their work, the teacher knew about the students’ mastery of the lesson.
The teaching and learning process under the discussion below could not be separated with the steps of teaching grammar at BEC Pare Kediri. Regarding to the findings above, there were some general steps applied in the class:

1) Opening
For the first meeting of each class, the teachers had introduction to the students. The next meeting, there were some activities done in the opening section, such as greeting, checking the students’ attendance and checking the students’ understanding of the previous lesson. Those activities seemed to be the obligation of all teachers to apply in their class.

2) Explaining
This stage was filled with the activities of explaining the definitions, patterns or rules and the use of grammar. For instance, the subject matter is about gerund. The explaining section started with giving the definition about gerund, then the functions of gerund. After that the teachers gave the rules and the use of gerund in a sentence. While the teacher was explaining the lesson, the students were being active to answer and response the teachers’ questions.

3) Giving exercise
After the students understood about the definition, rules and use of such grammatical structures, the teachers then, asked their students to construct some examples related to the issue. The exercise could be spoken or written form depends on the focus of study. But the most common exercise were done in spoken form since the final goal of studying English at BEC Pare Kediri was to be able to speak fluently and grammatically correct.
4) Correcting error

In every teaching learning process, the errors could not be avoided. Here, the error corrections were done by the teachers and the students directly in the classroom. The students who got the revision from the teachers or students did not have to be ashamed. The only one reason of correcting the students’ grammatical errors during the class was to increase the students’ self-confidence to speak in front of the crowded audiences.

5) Closing

The closing activities were parting and giving homework. The homework was given to the students so they could sharpen their knowledge about the materials that has been discussed during the previous sections. The teachers also asked the students to review the materials and prepare the next material for the next meeting.

All those stages of teaching grammar at BEC Pare Kediri have been proved the effectivity and the best quality of English course in that English village, Pare Kediri, East Java.

The summary of the research findings based on the research questions (mentioned in the problem statements on chapter 1) is presented in table 4.7.
## Research Questions

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### 1. What are the teachers’ beliefs in teaching grammar at “Basic English Course” in Pare Kediri East Java?

- Beliefs about grammar
  - Definition
  - Importance
- Beliefs about teaching grammar
  - Relation with teaching speaking
  - Grammatical units being taught
  - Priority
  - Error correction
  - Factors behind the beliefs
  - Steps
  - Teachers beliefs of the relation
  - Application at the formal school

### 2. What principles underlie the teachers’ beliefs in teaching grammar at “Basic English Course” in Pare Kediri East Java?

- Principle about the role of grammar instruction
- Principle in grammar pedagogy
- Principle about error correction and feedback approaches

### 3. How are teachers’ beliefs in teaching grammar reflected in the classroom practice at “Basic English Course” in Pare Kediri East Java?

- General classification
- Activity types
- Samples and exercises
- Error correction

### 4. What are learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java?

- Learners’ experience
- Learners’ impression
- Learners’ view

### B. Discussions

(commit to user)
This part discusses the researchers’ theoretical propositions grounded on the findings of the study accompanied by the justifications from the point of view of theoretical insights and classroom practices. It is presented in unity through the following paragraphs.

From the descriptions of the results in the previous section and the explanation of findings above, it can be theorized that:

1. Teachers believe that teaching grammar at BEC Pare Kediri East Java play the most important role in which the beliefs have been influenced by several factors, especially by the founding father’s doctrine and teachers’ experiences.

2. There are four principles underlying the teachers’ beliefs in teaching grammar at BEC Pare Kediri: (a) grammar instruction is crucial in learning English; (b) the grammar should be taught deductively; (c) the teacher should correct and give feedback to the students’ grammatical errors.

3. The reflection of teachers’ beliefs in classroom practices show that no exact method is applied in the class, but the teachers tend to teach grammar deductively and correct the errors directly.

4. There are three points related to the learners’ perception towards teachers’ beliefs and practices in teaching grammar: (a) the learners’ experience is practice-oriented; (b) the learners view on the positive impression; and (c) the learners believed that there is a close relationship between teaching grammar and speaking.
Related to some theories about teachers’ beliefs in teaching grammar at BEC Pare Kediri, it can be linked with the previous research, such as Borg’s (2001: 27) which argued that teachers’ knowledge about grammar, and beliefs about their knowledge, have implications – for their practice - in the classroom. Using a case-study approach, he found that ELT teachers’ perceptions of their knowledge of grammar may influence: (1) the extent to which they teach grammar; their willingness to engage in spontaneous grammar work; (2) the manner in which they respond to students’ questions about grammar; (3) the extent to which they promote class discussion about grammar; (4) the way they react when their explanations are questioned; and (5) the nature of the grammatical information they provide to students.

Another study by Borg and Burns (2008) examined teachers’ beliefs and practices about the integration of grammar and skills teaching using respondents from 18 countries. The research pointed out that teachers disagreed with the idea of teaching grammar in isolation and reported high levels of integration of grammar and skills teaching. The study also revealed different ways in which teachers integrate grammar with skills. This included grammar in context, task-driven grammar work, grammar after skills work, and reactive focus on grammar. Finally, the teachers provided evidence of the effectiveness of grammar teaching practices which included an increase in learner’ participation, increase in student confidence and in student satisfaction.

The other aim of the project was to identify the teachers’ beliefs about their use of theories in grammatical explanations. Although previous researchers
have indicated the importance of various theories for grammar teaching, there has not been much research which has examined teachers’ use of such theories in their grammar teaching (Borg & Burns, 2008). Through general and specific questions that asked participants to discuss their strategies in teaching grammatical aspects in the questionnaire this study has revealed that teachers employed knowledge from many theories, such as structural linguistics, traditional grammar, systemic functional grammar, and discourse approaches and did not employ one single theory or only the theory they were trained in. This result supports the suggestions of Liu and Master (2003: 3) and Derewianka (2001) that “grammar teaching is not thus an enterprise onto itself but one rooted in linguistics, language teaching and education in general.” This may suggest that openness to other approaches and an understanding of the use of different skills and theories need to be part of English teaching to provide prospective language teachers with a more adequate preparation for ESL/EFL grammar teaching.

Comparing with the study conducted by Sabiq (2013), this study resulted in the two different arrows. First, the finding of this research was in contrast in the term of the importance of grammar in teaching. Sabiq stated that teachers’ beliefs on grammar were more important in writing rather than speaking. Meanwhile, this study showed that grammar was important both in speaking and writing. Sabiq also argued that teacher’ beliefs in teaching grammar were the part of teaching the text in accordance with the curriculum. Meanwhile, this study stated that teachers’ beliefs in teaching grammar were not only the part of teaching text, but it is included into all subjects. Since the study was conducted in English course, so
there was no curriculum applied. Grammar is taught separately in certain subject, but it was enhanced in others subjects. In addition, Sabiq’s study came into the same point of view in the term of the factors influencing the teachers’ beliefs in teaching grammar. They were teachers’ experiences and references. Another three factors were different depend on the existence of curriculum in the former study and the founding father’s doctrine in this research.

This research is mainly aimed at exploring teachers’ beliefs and practices in teaching grammar at BEC Pate Kediri East Java. It is also meant to be a modest contribution to the area of grammar teaching, especially in the context of English course which has been succeeded in producing good quality of English students. As far as the main research questions (in which the researcher basically attempted to propose the BEC teachers’ beliefs and practices of teaching grammar and also the learners’ perceptions towards those ideas) are concerned, the researcher believed that they have been answered.

Theoretically speaking, in second/foreign language teaching, the bias is that no one is one hundred percent sure on how language can be taught best, and that is also the case in the area of grammar teaching. The polarity really is very much extreme, for instance, at one end there is Krashen (1983) with his Natural Approach to language acquisition in which he dismisses grammar rules as useless, at the other hand, there is Azar (2007) who still advocates what she calls the Grammar Based Teaching. In the middle of those two extremes, numerous experts have tried (and are still trying) to position grammar in English teaching. Realistically speaking, the writer acknowledges the fact that there are many
factors that teachers just cannot change in relation to their teaching practice; still they have to teach everyday anyway.

Teachers are human beings with complex and inter-related beliefs, values, attitudes, experiences, knowledge, ideology, and so on. Through efforts have been made to generalize the best way to teach, none has ever been convincingly proven to be one hundred percent effective.

In general, the teachers’ beliefs about grammar covered two sections, the teachers’ belief about the definition of grammar and the importance of grammar. Grammar is the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology and sometimes also phonology and semantics. The syntax related to the arrangement of words or phrases to create well-formed sentences in a language. Morphology in linguistic has a close relationship with the study of the forms of words. Meanwhile semantic related to meaning in language or logic. From the detailed explanations above, it can be concluded that grammar is the system to arrange the words or phrases into the meaningful sentences.

That idea of grammar definition has been in line with the definition of grammar stated by the teachers of BEC Pare Kediri East Java. The interviewed data from the six teachers showed that the grammar defined as structural patterns or rules which construct a language and their arrangements. The teachers used terms such as ‘pattern’, ‘rule’, ‘track’ and ‘model’ of organizing words into good and understandable sentences.
Regarding to the fact that grammar was described as the system of arranging words into meaningful units of sentences, it is very important to teach grammar when the teachers teach a language in the classroom. Actually, there are two main purposes in teaching a language: insure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is the ability to speak with correct grammar structures, such as correct use of verb forms, phrasal verbs, prepositions, etc. To communicate intelligibly and to make sense with each sentence, the language learners should know the grammar of the target language. The lexicon of a language is the most prominent aspect which, however, loses its remarkable value without grammar. It is not a secret that sometimes native speakers of English do not know any grammar and foreigners speak more correctly than the natives. The native speakers often fail to describe their own grammar knowledge and it is either because they have not thought to do so or because of poor teaching methods. People learn grammar understanding that it will provide a basis for learning other languages. Only after studying grammar, each learner will find himself/herself in a better position to use it and evaluate others’ use of it.

Seeing the importance of grammar in the teaching language, the teachers at BEC Pare Kediri believed that grammar played the vital role in learning English, especially in speaking. 100% teachers of BEC Pare Kediri were sure that without the correct grammar, the speech will not comprehend well by both listener and speaker. The incorrect use of grammatical rules can cause the misunderstanding and miscommunication. Furthermore, the importance of correct
grammar should be applied not only in spoken form, but also in written form. So the students at BEC Pare Kediri East Java will master the speaking and writing skill altogether.

The beliefs of grammar could not be separated with the beliefs of teaching grammar. When a teacher argued that grammar is the set of rules in arranging words or phrases in the meaningful sentences, that teacher would apply the teaching grammar much deeper rather than the teachers who believed that grammar is no longer only a pattern to produce sentences without any significances in determining the meaning. In BEC Pare Kediri East Java, teaching grammar became very important to improve the students’ speaking skill since the goal of this course is to enhance the students’ speaking mastery with correct grammar. So, the grammar is taught as the holistic part with teaching speaking.

Meanwhile, the grammatical units being taught were taken from the book written by Betty Schrampfer Azar entitled *Understanding and Using English Grammar* published by Prentice Hall, Inc. This book provided many theories and exercises related to the concepts of tenses and word structures. The kinds of exercise provided by this book were very suitable with the students’ necessities of having good English grammar in their speaking because there were many oral productions should be trained. Another books used to teach grammar in BEC Pare Kediri East Java were *Basic English Grammar* and *Fundamental Grammar*. Those other two books are good in contents and cheap in price to support the students’ objectives of learning English at BEC Pare Kediri East Java.
The process of teaching and learning at BEC Pare Kediri East Java focused on learners-centered perspective, in which the students have to enrich their participation, interest and ability to speak English fluently and correctly (Richards, Ho and Gibblin, 1996:252). Of course, when students are learning to speak English, the teachers will find some errors or mistakes. Here, the teachers at BEC Pare Kediri have the different way to correct the students’ grammatical errors. T2, for instance, she preferred to correct the students’ error directly while T5 prefererred to do it indirectly. Whatever the way of teachers correct the students’ errors, it could not be denied that the teachers wish their students’ to be able to speak in good grammar.

The way of the teachers do error corrections perhaps grounded on the way of the teachers’ experiences when they studied English in the formal school or in the BEC itself. Because actually, there were some factors influencing the teachers’ beliefs of teaching grammar in the class, such as: Mr. Kalend’s doctrine, teachers’ previous experiences, teachers’ teaching goals, and references. T1, T2 and T4 supported the first (Mr. Kalend’s doctrine) and the third factors (teachers’ teaching goals) influencing the teachers’ beliefs in teaching grammar. Besides, T2, T4, T5 and T6 agreed the second factors (teachers’ previous experiences) while only T6 who was in line with the fourth factor (the use of references). This finding matched with the findings from the previous researches that teachers’ experiences is the main factor which influences teachers’ beliefs (Borg 1998, 2003; Zain 2007 and Sabiq 2013). There was also interesting finding that Mr. Kalend doctrine and teachers’ teaching goal become the second highest factors
highlighting the teachers’ beliefs in BEC Pare Kediri East Java. This may become a consideration to the other English courses that the founding father of certain English course plays the important part in shaping the teachers’ beliefs and practices in their teaching.

Considering Mr. Kalend’s doctrine which influenced the teachers’ beliefs in teaching grammar, Mr. Kalend’s teaching practices experiences also influence the teaching practices of the teachers’ at BEC Pare Kediri. Most of the teachers believed that the earlier steps of teaching gave benefit much to the students. The steps mostly consist of explanation, examples, exercises and practices. Each steps might be varied according to the teachers’ own styles and characters, the students’ condition and the subject that being taught. As the statement of T5, she modified the teaching steps proposed by Mr. Kalend. The first step (explanation) which focused on the teachers’ activity, changed into ‘brainstorming’. In brief, brainstorming could be called as the way to build the students’ prior knowledge about the subject matter being discussed. Here, the students became the main focus of classroom activities.

The activities of teaching and learning process at BEC Pare Kediri East Java seemed to be not so far different with the teaching and learning process in formal school. The steps of teaching grammar in a formal school also consist of explanations, examples, exercises and practices. However, the students’ participation in producing examples and practicing the speaking is much more intensive in BEC Pare Kediri rather than in formal school. It is due to the fact that
the students’ at BEC Pare Kediri has the higher motivation to be able able to speak English than the students in the certain conventional school.

As a response to the issues regarding to the principles underlie the teachers’ beliefs in teaching grammar at BEC Pare Kediri East Java, there were four components supported the idea. They are the teachers’ belief about the role of grammar instruction, the grammar pedagogy, the error correction and the feedback approaches. The principles were adopted from Lee Kit (2008: 81-82).

Based on the findings about the role of grammar instruction, all teachers (100%) strongly agreed that grammar is the most important component in language learning and English classes should allocate plenty of time to teach grammar rules and students can learn grammar through experiencing language in natural use. Meanwhile 75% teachers agreed that the formal instruction helps the students to produce grammatically correct language and direct instruction in the rules of grammar is crucial if students learn to communicate accurately. However, in order to be able to in communicate English, the teachers (75%) were not sure if the students only mastering the rules of grammar.

The second beliefs about approaches to grammar teaching brought to the fact that all teachers (100%) at BEC Pare Kediri are strongly agree if grammar is best taught implicitly in which the students should examine many examples and find the grammar rules by themselves because students’ self-discovery will result in better learning and understanding. Then 100% teachers agreed that grammar teaching should focus on form and meaning of structures and their use in context. Furthermore it also should focus on communication and shifts to the grammatical
form if necessary. From the teachers’ activities in grammar teaching, the teacher should pre plan what the grammatical feature to cover the lesson and employ the grammatical terminology. In addition, 75% teachers agreed that grammar should be taught deductively since the direct explanation make the students feel secured. Moreover the 75% teachers are agreed that the teachers should use the learners L1 language to explain grammar rules.

Relating to the beliefs about error correction and feedback approaches, all of teachers (100%) are strongly agreed that grammatical correctness is one of the important criteria by which language performance should be judged and students’ spoken and written grammatical errors should be corrected immediately with focused on form correction. In contrary, all teachers (100%) are doubt if the students written grammatical errors should be corrected if they cause difficulty in understanding the meaning by giving marking codes. The 75% teachers of BEC Pare Kediri argued that their students disliked being corrected in the class. In addition, a half teachers were doubt and the rest were strongly disagree if correcting the students’ errors by the teachers does not help learners eliminate the errors and they should correct the errors by themselves.

Those findings indicated that the teachers’ beliefs about role of grammar instructions, grammar pedagogy, grammar error corrections and feedback became the principles underlying the teachers’ beliefs in teaching grammar. Those four principles shared the beliefs of teachers which further reflected on the grammar teaching classroom practices.
The reflection of teachers’ beliefs in teaching grammar in the classroom practices at BEC Pare Kediri East Java discussed four sections: general classification, types of activity, samples and exercises and error correction. The first dealt with the method of teaching applied by the teachers, such as Communicative Language Teaching (CTL), Grammar Translation Method (GTM) and Drilling Method. Whatever the method of teaching, students felt enjoy, could grasp the idea of grammatical structures and practiced the speaking skill very well. The second dealt with the types of activities conducted in the class. Generally, the stages of teaching and learning process are opening activities, main activities and closing activities. The examples and exercises became the third section of the analysis. From three classes that have been observed, the researcher found that TX and TZ gave a big chance to their students to make examples and produce their own spoken sentences. Meanwhile, TY seemed to be selfish because he became the main actor in the class. He did not share the opportunities to the students to create their own examples and practice the lesson that have been explained. This idea could no go along with the course objectives to enhance the students’ speaking skill with correct grammar.

The classroom practices of teaching grammar was also observed how the teachers correct the students’ grammatical errors. In the previous finding, the teachers stated that the students’ spoken and written grammatical errors should be corrected immediately with focused on form correction. In line with the teachers’ statement, the actual classroom practices showed that the teachers correct the students’ errors directly. This fact came to the idea that grammatical errors...
(whether spoken or written) should not be ignored or underestimated as all teachers at BEC Pare Kediri strongly agreed that grammatical correctness is one of the important criteria by which language performance should be judged. In sum, it seems that error correction and giving feedback are further indications for the teachers’ tendency to adopt an eclectic approach in their grammar teaching.

Last but not least, the discussion came to the final research question which talking about the learners’ perception towards teachers’ beliefs and practices in teaching grammar at BEC Pare Kediri East Java. This brought into three points of view: the learners’ experiences, the learners’ impression and the learners’ view of teaching and learning grammar process. The first point related to the learners’ experiences of studying English in formal school and BEC. The students had the same perception and belief that the grammar was not taught intensively in formal school. The teachers in formal school were only talking much about the patterns with less of speaking practice. It influenced on the students’ speaking ability which far from the fluency and accuracy. Far different with the previous experiences of studying in formal school, learners’ experiences of studying grammar in BEC Pare Kediri was very valuable. The students were not only taught about the pattern but had the wide chance to practice speaking with correct grammatical patterns.

The second discussion was about the learners’ impressions of joining course at BEC Pare Kediri East Java. The finding showed that the learners felt comfortable with the way of grammar teaching at BEC as the explanation was easily understood and the practice was well organized.
The last is about the learners’ view about the relation between grammar and speaking, the error correction and the steps of teaching. The students participated in the interview agreed that there is a close relationship between grammar and speaking as Mr. Kalend stated at the first time they joining the course. Students of BEC Pare Kediri believed that they should speak English with correct grammar. Moreover, the learners viewed that the error correction was the important part in learning English. So, they felt no worries if the teachers or their fellow friends corrected their errors directly. It also did not decrease the students’ self confidence because they were aware that mistakes or errors in grammar are the process to be good in their English speaking skills. Finally, the findings showed that the steps of teaching consisted of opening, explaining, giving exercises, correcting error, practicing and closing. Those steps were in line with the result of teachers’ interview in the preceding discussion.

The research findings about the learners’ perceptions toward teachers’ beliefs and practices in teaching grammar at “Basic English Course” in Pare Kediri East Java has been in line with the previous study discussing the same issue with the different subject matters. It was the research conducted by Ampadu (2012: 351-358) in Anglia Ruskin University, UK entitled Students’ Perceptions of their Teachers’ Teaching of Mathematics: The Case of Ghana which came to the conclusion that students’ perception of their teachers’ teaching is a ‘mixed bag’ where the teacher employs both teacher-centred and student-centred approaches in their teaching. Most students have a positive
attitude toward their teachers’ teaching and that their teachers’ teaching methods have a direct impact on their learning experiences.

The findings therefore provide some useful information for mathematics teachers’ in varying their teaching methods to cater for individual student’s needs. The present study provides mathematics teachers with new ideas in encouraging and stimulating students’ active participation in the teaching-learning process in fulfilment of the trends in mathematics education. The findings also provide some useful information for mathematics teachers’ and challenges them to be proactive in promoting a classroom environment free from intimidation and fear to motivate more students to be actively involved in teaching-learning process. This calls on teachers and students to understand and see mistakes and misconceptions as part of the learning process and correcting such mistakes and misconceptions leads to the creation of new knowledge. This therefore calls for new ways of examining teachers’ teaching using feedbacks from students. That is to say, the voices of students’ provide valuable information and data that can be used in their quest for improving their teaching to promote effective teaching and learning in schools.

Not so far different with the early research, the study in ‘Basic English Course’ Pare Kediri also came to the idea that the students’ experience is focused on the practice. The students’ also had the good impression in learning grammar so that it will influence their motivation. It could not be denied that the students’ at BEC had the high motivation and interest in joining a course so that it encouraged the teachers to apply the most effective teaching method. Here, the
teachers preferred to apply the traditional teaching methods that were the ‘lecturing’ and ‘question-answer’ method. Both of the methods applied in the teaching and learning process, especially in grammar teaching, were responded positively by the students. They felt comfortable and enjoyable in following the course in which resulted in the good quality of English. It meant that they have a good competence both in spoken and written form considering the correct grammatical rules. So, it could be stated that the students’ perception about the teaching process influenced the teachers’ beliefs in teaching reflected in the teaching method applied in the classroom for further enhance the students’ strong motivation to learn. Therefore, the teachers should have such beliefs that the students would be enjoy in every single activities of teaching and learning in the classroom.

C. Weaknesses of the Study

Like any other studies in the field, this study has some weaknesses. Firstly, due to the time management and secondly is the participants.

The issue of time management has been thoroughly explained in chapter III which mainly related to the course scheduling problems. There were major delays which was largely caused by the inability to foresee that the course activities were ineffective for conducting research activities due to conflicts with course teaching agendas. The observed classroom, sometimes, has the different agenda with what should they do at the time. Since the researcher did not know the exact time of teaching grammar, he often got nothing when doing a journey to
BEC Pare Kediri East Java. The researcher’s daily activities and personal predicaments also contributed to this matter.

Regarding the participants, the study was conducted with different sample size and personal data for each research question. The first research questions, for example, the researcher interviewed the six teachers. Meanwhile for the second research question, there were four teachers joined the questionnaire instrument. The third research questions answered by three classroom observations by the three teachers. Finally, the last research question was conducted with four students.

The inconsistency of the participants hopefully did not influence the validity of the research since the researcher believes that mostly the teachers at BEC Pare Kediri has the equal and same beliefs, values and ideology which contributes to their way of teaching grammar. For that reason, there is no doubt that findings of this study are acceptable and well-organized.
CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

This chapter presents the conclusions, implication and suggestions derived from the results of the research.

A. Conclusion

The main purpose of this study was to investigate the teachers’ beliefs towards grammar teaching at Basic English Course (BEC) Pare Kediri East Java. The detailed findings of the study could be classified into four parts as the research questions have been proposed in the beginning.

1. BEC teachers believe that grammar is defined as structural patterns or rules which construct a language and their arrangements. They also believe that correct grammatical structure is a must to be applied both in spoken and written form. The grammatical units being taught are mostly about tenses and other sentence structures such as conditional sentences, passive voice, gerund, etc. The teaching grammar place the highest level of importance. The error in grammatical structures will be corrected directly by both teachers and students. Those kinds of beliefs have been influenced by some factors, such as: Mr. Kalend doctrine, teachers’ experiences, teachers’ teaching goals, and the use of references. Moreover, the steps of teaching consist of opening, explanation, examples, exercises, and practices. The teachers also believe that the steps of teaching could be applied in the...
formal school as the students had the high motivation to study and practice English.

2. There are four principles underlie the teachers’ beliefs in teaching grammar at BEC Pare Kediri, East Java. They are the beliefs about the role of grammar instruction, the beliefs of grammar pedagogy, the beliefs about error correction and the beliefs about the feedback approaches. First, teachers of BEC believe that grammar is the most important component in language learning and English classes should allocate plenty of time to teach grammar rules and students can learn grammar through experiencing language in natural use. The teachers of BEC also believe that the grammar should be taught explicitly/deductively in which teachers should analyze structures, tell students the rules and then let them do related exercises. In addition, the teachers believe that grammatical correctness is one of the important criteria by which language performance should be judged and students’ spoken and written grammatical errors should be corrected immediately with focusing on form correction.

3. The classrooms observation showed the teachers’ practices in teaching grammar. Generally, the teachers applied the method of teaching, such as Communicative Language Teaching (CTL), Grammar Translation Method (GTM) and Drilling Method with the stages of teaching and learning process are opening activities, main activities and closing activities. In the main activities, the teachers gave a big chance to their students to make
examples and produce their own spoken sentences. Meanwhile, the errors made by the students were corrected directly.

4. The last is about the learners’ perception towards teachers’ beliefs and practices in teaching grammar at BEC Pare Kediri East Java has brought into three points of views: the learners’ experiences, the learners’ impression and the learners’ view of teaching and learning grammar process. Far different with the previous experiences of studying in formal school which was *form-oriented*, learners’ experiences of studying grammar in BEC Pare Kediri is *practice-oriented*. The students are not only taught about the pattern but have the wide chance to practice speaking with correct grammatical patterns. They have a strong motivation to study and good impression to the teachers’ way of teaching. Finally, the students participated in the interview agree that there is a close relationship between teaching grammar and speaking. They feel no worries if the teachers or their fellow friends corrected their errors directly. In addition, the steps of teaching which consist of opening, main and closing activities are very suitable to be applied in the classroom.

**B. Implication**

From the theoretical and research-based perspective, the results of this study show that the area of grammar teaching remains an interestingly elusive one which is very much still being explore, especially when it is related to teachers’ beliefs and practices. Despite the imperfection and modesty of this study which
the researcher duly acknowledges, hopefully it can be recorded at least as an attempt to break new grounds in mapping, analyzing and theorizing teachers’ beliefs and practices in teaching grammar in course area, such as BEC Pare Kediri East Java.

This study sets out to encourage students and teachers to reflect and interrogate their beliefs about the teaching and learning of grammar and to uncover the underlying factors that inform their beliefs. In the process, it helps student teachers to notice and be more aware of their beliefs in this area which may otherwise go unnoticed. This is done by bringing to the conscious level what is hidden underneath the sub-conscious.

Since they are responsible for developing learners’ knowledge and skills in terms of grammar, English teachers are required to adopt appropriate and effective methodology and strategy in their grammar teaching. However, what is considered “appropriate” and “effective” remains questionable, as EFL teachers are not following a well-defined and a system-wide teaching approach in their grammar instruction. Therefore, the findings of this study invite the formal school to adapt the certain method in teaching grammar and the other language skills applied in BEC Pare Kediri which may lead to achieving the same learning outcomes. The method, for sure, should provide teachers with adequate guidelines to cope with the different needs, learning preferences and expectations of their students. Moreover, this study encourages the leader of BEC Pare Kediri to provide their English language teachers with ongoing professional development
programs to develop their practices and sharpen their skills regarding the various aspects of grammar teaching in EFL context.

C. Suggestions

There are some suggestions proposed by the researcher regarding to the suggestion for the teachers at BEC, the institution (management of BEC) and the further researchers. The detail explanation is provided below.

1. For teachers at BEC

Beliefs and practices can inevitably change. Change can come from inside or outside a teacher’s self. Teaching grammar is not a simple issue and it involves a numerous aspects. Teachers need to continue reflecting and enriching their knowledge and basic principles. The use of syllabus and lesson plan is very valuable in order to manage the classroom well. It will avoid the unimportant discussion in the class and the students can prepare the lesson well. Even though there is no certain regulation from the institution (BEC) which order the teachers to make the teaching sets, but the researcher thinks that it will be better if the teachers at BEC Pare Kediri East Java done it.

2. For the English language institutions

Basic English Course is one of the most popular English courses around the country. There were many students came to this place to learn English. The institutions should maintain the quality of teaching, especially the teaching of grammar because it has been the main focus of joining course in BEC that is to be able to speak fluently and accurately. The good quality of the course
depends on the teachers’ method of teaching. So, the institution should provide the training to the teachers in order to improve their teaching skills.

3. For further researchers

There are still numerous areas to be explored and studied in terms of English teaching in the local context, especially qualitatively. Curriculum review, materials, and textbook analysis, relationship between teachers’ beliefs and outcomes, specific elements of language teaching, and teachers’ beliefs and practices in other aspects of teaching are to name but a few ‘uncharted lands’ in Indonesian context. Studies remain scarce and the researcher encourages future qualitative studies to be conducted in those areas. It is also recommended to the further researchers to conduct a study to compare the teachers’ beliefs in formal and non-formal school, in order to find the contrast between those two areas of teachers teaching daily.
REFERENCES


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Appendix 1 (The Transcripts of Interview)

Interview 1

Code : T1
Informant/ Sex : Teacher 1/ Male
Time : ________
Place : Office of BEC

The people in the dialog:

Q1-Q19 : Question 1-19 (The interviewer)
R1-R19 : Response 1-19 (The interviewee)

Q1 : Kalau Pak Agus di BEC ini sudah berapa lama?
R1 : sejak tahun 2000 pak, kuliah dulu pak
Q2 : Dulu kuliahnya dimana pak?
R2 : di IKIP Surabaya pak.
Q3 : Jurusannya ya Bahasa Inggris pak?
R3 : Bukan pak,
Q4 : Bukan Bahasa Inggris tapi kemudian putar haluan ya pak ya,,karena justru yang lebih digunakan dari sini ya dari BEC ya...Lha kalau kuliah di IKIP dulu juran apa pak?
R4 : Non teknik pak,
Q5 : Perasaan gimana pak jadi guru di BEC?
R5 : Alhamdulillah nyaman pak, karena kekeluargaan dari pak kalen sendiri sudah menganggap kita sebagai keluarga. Jadi kalau ada masalah apa gitu, merasa terpanggil juga untuk membantu. Anak saya juga sudah dianggap sebagai cucu sendiri. Dulu waktu kecil, cucu saya pasti
dibelikan kaos dari Borobudur. Setiap 3 bulan sekali semua cucu pak kalen pasti dibelikan oleh-oleh.

Q6 : Meskipun pak agus sekarang mengajar di BEC, yang notabene jurusan tidak sesuai pak ya,, tapi arah guru kan sama ya di IKIP.

Baik pak..karena judul saya adalah Teacher’s beliefs in teaching grammar at speaking class in BEC maka pertanyaan saya, menurut bapak grammar itu apa..?

R6 : Grammar adalah bagaimana kita bisa mempola tulisan menjadi sebuah kalimat, ungkapan, percakapan. Grammar itu penting dipelajari karena grammar, karena kalau orang tidak tahu itu kita jadi kesulitan Misalnya “warung pojok” susunan kalimat berbeda.

Q7 : Jadi ini ada kaitannya dengan aturan pak ya...

R7 : Jadi kalau orang tidak tahu grammarnya, maka Bahasa Inggris orang itu ya hafalan. Misal “he speaks English” kalau tidak tahu ya pasti “he speak english” Walapun grammar tidak pasti kita jadikan pegang kuat-kuat karena antara aplikasi dengan grammars kadang-kadang ada sedikit perbedaan. Contoh yang pernah disebutkan Pak Kalen di Jombang ada turis dari British, ada yang bertanya “have you eaten?” turisnya bingung.....tapi kita paham.. Nah, setelah ditanya “have you breakfast?” turis langsung jawab “Yes, i have breakfast”. Eaten itu adalah kata yang masih membutuhkan obyek, makan itu makan apa? Kita pasti paham kalau artinya itu “kamu sudah makan ya?”jadi kita orang indonesia paham

Q8 : Seberapa penting peranan grammar bagi seseorang yang sedang belajar Bahasa Inggris?

R8` : Tanpa grammar, orang hanya menghafal. Jadi grammar itu penting..diantara listening, spreaking, reading dan writing, grammar itu sebagai ruhnya.(i)

Ya misal sering kita lihat, kata “have” itu artinya kan mempunyai, tapi di present perfect kan tidak, bahwa “have” itu bisa berarti menikmati atau sebagainya, kita tahu itu dari grammar.(ii)

Q9 : Kalau mengajarkan grammar di kelas ini langkah-langkah yang anda tempuh seperti apa?

Q10 : Jadi saya ulangi, yang pertama adalah explanation pak ya terkait dengan fungsi, pattern, form, latihan-latihan kemudian baru pengayakan pak ya kemudian juga guru pakai bahasa indonesia, muridnya pakai Bahasa Inggris. Jadi banyak prakteknya.

Jadi prakteknya itu speaking pak ya.

R10 : Speaking karena orang bisa dikatakan berbahasa itu karena pada omongannya pada speakingnya.

Q11 : Kalau speaking sendiri tentu juga sebagai tujuan pak ya... Apakah ada pengajaran khusus di BEC? Misal saya mengajar speaking saja, gitu?


Q12 : Jadi guru di BEC ini selalu mengadakan diskusi pak?

R12 : Sering walaupun tidak harus selalu formal pak, nanti speakingnya sampai mana..kita selalu komunikasi pak.

Q13 : Ini saya terkait dengan faktor, bahwa bapak sudah punya keyakinan bahwa pembelajaran grammar dalam hal ini sudah terkait dengan speaking tentu selalu terintegrasi, kira-kira faktor-faktornya apa saja pak,,yang anda yakini selalu diterapkan pengajaran dalam BEC ini?

R13 : Grammar itu ruh pak ya, dan rule ketika kita berbicara atau menulis kalau ruhnya tidak ada ya pasti mati pak ya,. Jadi grammar itu tadi kan polanya pak, kalau kita tidak tahu pola, kita jalan ya ngawur.

Q14 : Apakah itu juga karena peran pak Kalen?
R14: Karena warna BEC seperti itu, karena dari pak Kalen itu,.dari sekian tahun mengembangkan bahasa seperti itu dengan model dan pola seperti ini dari pak Kalen

Q15: Tokoh pak Kalen dan peranan penting atau terciptanya keyakinan yang dijalankan guru-guru itu memang karena tokoh pak Kalen yang jadi inspirasi atau sumber yang diikuti. Apakah ini juga karena institusi BEC ini merekomendasikan atau mengharuskan, ini lho pola yang baik untuk mengajar?

R15: Walaupun tidak dikatakan diharuskan, tapi karena pola ini sudah turun temurun pak, mau tidak mau kita harus mengikuti karena sudah terbukti hasilnya, tidak usah coba-coba lagi. Walaupun dulu ada yang mencibir drilling itu old method, karena di sekolah kan tidak mengenal itu.

Q16: Bapak yakin atau tidak bahwa langkah-langkah yang anda tempuh akan memberi manfaat pada anak-anak?

R16: Ya yakin pak,

Q17: Maksud saya gini, kita nanti kan menurunkan ilmu yang bermanfaat bagi orang lain.

R17: Tentu pak, jadi kita menyampaikan ilmu berniat ibadah dan yang paling penting adalah pembentukan karakter. Misalnya ada anak yang berambut panjang itu tidak boleh, kemudian etika kepada guru atau sesama, kemudian kedisiplinan kan masuk pada agama pak.


R18: Kalau dari semangat dari dalam diri anda mengajar ada motivasi apa pak? Semisal motivasi khusus


R19: Saya kira dari saya itu terima kasih pak.
Interview 2

Code : T2
Informant/ Sex : Teacher 2/ Female
Time : ________
Place : Office of BEC

The people in the dialog
Q1-Q17 : Question 1-19 (The interviewer)
R1-R16 : Response 1-19 (The interviewee)

Q1 : Ibu sudah jadi guru di BES sudah berapa lama?
R1 : Dari tahun 1998
Q2 : Berarti sudah 16 tahun ya bu..

Kalau menurut ibu, lama telah menjadi guru di BEC memberikan perbedaan keyakinan atau tidak bu? Terhadap Anda sendiri dalam mengajar, keyakinan terhadap penguasaan materi, penguasaan teknik mengajar, dsb.


commit to user
Q3 : Apakah Mr. Kalen itu juga sangat berperan terhadap.....


Ya gini aja selama 6 bulan bergaul dengan kami, ibu yang diserap apa? tanya beliau

“cara mengajarnya pak” saya jawab. Nah itu, jadi teori disampaikan langsung dipraktekan udah ibu, nanti disampaikan gitu juga. Di TC (training class) itu pak 100% English. Kelas latihan, nah biarkan mereka latihan, program Anda yang jalankan tersebar apa aja itu pak. Jadi, Mr. Kalen tetap menjadi support berhar atau salah tolong saya dikoreksi pak itu.

Q4 : Baik bu, sekarang judul saya itu, Teacher’s beliefs in teaching grammar at speaking class in BEC. Ini berarti pertanyaan saya mengarah ke grammar ya bu. Kalau menurut ibu pengertian grammar itu gimana?


Q5 : Kalau grammar dan structure ada perbedaan sedikit atau....

R5 : Saya kira grammar lebih luas, kalau structure itu part aja. structure itu cara menata. Cara menata itu ya ditata oleh grammar itu sendiri.
Q6 : Grammar dikaitkan dengan speaking, gimana? Misalnya mengajar grammar tetapi juga mengajar speaking. Konsep itu bagaimana?

R6 : Terus terang kalau di kami, itu semua ada bagian-bagiannya. Jadi ketika Anda masuk kelas saya, English in use, Anda speak aja dengan grammar yang Anda ketahui. Jadi, saya tidak mengajar grammar secara khusus, cuma saya juga mengoreksi. Menurut saya mengoreksi itu juga memberi pelajaran. Jadi misalnya hal-hal kecil seperti itu, misal anak-anak lupa kontrol “yesterday I’m” sstt.. yesterday “I was” itu automatically saya juga mengajar grammar juga meskipun tidak detail.

Q7 : Kalau boleh saya simpulkan, grammar itu adalah alatnya, speaking adalah produknya.

R7 : Boleh dikatakan seperti itu dan itu akan selalu bersama-sama, tidak bisa lepas. Semua penting: Baik listening, vocabs, grammar, speaking, expression, dll. Semua penting, itu yang Mr. Kalen tanamkan disini.

Q8 : Jadi, keyakinan anda ini senantiasa diterapkan di kelas dalam pengajaran grammar dan speaking secara integratedly itu senantiasa dijadikan pegangan.

R8 : dan itu semua dari Mr. Kalen bukan saya sendiri. Jadi saya selalu evaluasi kalau ada yang perlu ditata.

Q9 : Kalau saya sebenarnya ingin tahu kegiatan Ibu di kelas, mengobserbasi, melihat bagaimana ketika Ibu mengajar tetapi kalau waktuanya ini tidak cukup, misalnya kira2 Ibu bisa memberikan gambaran langkah-langkah kalau mengajar, apakah membawa buku yang banyak atau gimana..

R9 : Saya disini saya ulangi in use, menggunakan. Jadi saya punya time schedule dan itu tentang how the students use english. Misalnya pertama tentang introduction, itu kan dari segi grammar sudah ada dari BTC. Itu tinggal penggunannya, misalnya how are you itu gak usah saya jelaskan. Kalau ketemu orang langsung bilang how are you.. jadi in use,,

Kemudian saya ajarkan berdebat juga dan berpidato. Jadi dalam waktu 1 menit mereka harus bisa berpidato.

Q10 : Itu tujuannya apa bu?

R10 : Itu untuk melatih berbicara karena banyak orang berpikir bahwa Bahasa Inggris itu sulit. Saya bilang Bahasa Inggris itu mudah dan tidak sulit,


Q11 : Terima kasih bu, tambah 1 lagi bu.jadi apa yang ibu lakukan saya anggap sebagai sebuah keyakinan anda dalam mengajarkan grammar kaitannya dengan speaking ya bu.. bahwa itu disajikan integratedly kemudian in use grammarnya, kemudian step-stepnya seperti yang ibu ceritakan terakhir.


Q12 : Owh gitu, berarti menciptakan situasi stress free ya bu?

R12 : Saya juga bercanda, masuk kelas jangan malas. Ini restoran, kamu boleh minta apa aja yang kamu inginkan. Mau tanya aja silakan, kesini harus lapar.

Q13 : Kemudian faktor-faktor yang mempengaruhi keyakinan anda tadi, saya simpulkan

1. Bahwa pengalaman itu mempengaruhi, pak Kalen juga mempengaruhi
2. Bahwa saya mengajar ini shodaqoh, atau insyaallah adalah tugas mulia disisi agama


Q14 : Ibu pernah menyampaikan apa misalnya teguran dan juga marah itu sebagai suatu bentuk kasih sayang, begitu ya,


Q15 : Yang terakhir faktor institusi BEC sendiri apakah ini juga menjadi faktor penentu keyakinan anda yang anda jalani untuk senantiasa menjadi ingat "Owh., BEC karena saya lulusan BEC, maka institusi BEC ini harus selalu saya bawa, menjadi faktor pendukung keyakinan ibu kira-kira?

salah satu contohnya dan saya yakin BEC akan membawa anak-anak kami, mm..”ya kalau bisa kita ubah Indonesia.” Saya bilang gitu.

Q16 : Terima kasih, dikit bu...kira-kira anak-anak ketika mendapat teguran atau marah itu tidak punya persepsi negatif dengan pengertian.....

R16 : Macam-macam pak, salah satunya...contoh sebenarnya pada awal pertemuan, saya sudah kasih tahu kalau saya marah itu bukan marah emosional seperti neneng anjarwati tapi selalu cari ada apa itu. misal ada PR? Coba saya liat... saya marah pada yang buat PR atau tidak? Trus saya juga selalu ingatkan dirumah dan sebagainya, kadang-kadang saya juga agak keras, disuruh maju diem aja pak, saya gebrak mejah ey,.ini speaking class, kalau diem mau jadi apa kalian? Tapi setelah itu ya sudah selesai.

Insyaallah kalau ada, sesekali akan ada pak Kalen pak. Miss Yuni itu sok bilang stupid gitu katanya..trus pak Kalen gini, itu memberi anda kesempatan, kalau anda pinter anda tidak disini. Trus besoknya saya guyon, saya bilang stupid, itu tidak benar-benar bodoh..supaya kita merasa bodoh agar kita merasa kurang dan merasa ingin tahu lagi tidak pernah puas.

Q17 : Terima kasih ibu, semoga pemberian ibu untuk saya memberi manfaat dan kebaikan anda dibalas Allah SWT lebih baik.
Interview 3

Code : T3
Informant/ Sex : Teacher 3/ Male
Time : ________
Place : Office of BEC

The people in the dialog
Q1-Q32 : Question 1-32 (The interviewer)
R1-R31 : Response 1-31 (The interviewee)

Q1 : Definisi grammar itu apa pak?
R1 : Grammar adalah sebuah sistem untuk mengatur bagaimana cara menempatkan kata disesuaikan dengan pasangan atau kata berikutnya bukan sampai 3 kata tapi 2 saja. Beda dengan structure, karena structure adalah sistem mengatur meletakkan kata di posisi kalimat yang pas. Misal "saya melihat mereka" tidak bisa "me see they" tapi "I see them."

Q2 : Grammar seberapa penting bagi siswa yang sedang belajar Bahasa Inggris?

Q3 : Kalau bapak mengajar grammar biasanya langkah-langkahnya seperti apa pak?
R3 : Jadi gini, Saya pastikan menggunakan buku-buku internasional. Saya tidak tertarik membuat buku sendiri atau merangkum buku. Saya menemukan buku yang menurut saya bagus yaitu Betty Schramper dan murah kalau disini 15ribu dan bukunya besar. Penulisnya Betty
Schrampfer. Bukunya itu ada 3 Judulnya yaitu Basic English Grammar, Fundamental Grammar, dan Understanding and using grammar itu yang saya pakai. Nah itu sebagai motivasi saya pada anak bahwa apa yang saya sampaikan itu bukan buatan saya, This is not my creation. Cara yang kedua, kamu dengan mempelajari buku ini kamu akan tahu bagaimana cara menerjmahkan teks-teks Bahasa Inggris, terus vocabulary bisa tambah terus saya terangkan dulu misalnya adjective clause

Q4 : Berarti dimulai dengan explanation dulu pak ya..

Interview 4

Code : T4
Informant/ Sex : Teacher 4/ Male
Time : ________
Place : Office of BEC

The people in the dialog

Q1-Q28 : Question 1-28 (The interviewer)
R1-R27 : Response 1-27 (The interviewee)

Q1 : Bapak jadi guru di BEC sudah berapa lama?
R1 : Masih sekitar 14 tahun.

Q2 : Lamanya Anda jadi guru di BEC itu apakah berpengaruh pada sesuatu atau keyakinan atau langkah-langkah yang Anda gunakan metode, teknik, dsb Dalam mengajar di BEC?

Q3 : Baik pak, ini saya judulnya teacher's beliefs in teaching grammar. Jadi nanti saya tanya terkait dengan mengajar grammar.

R3 : Saya mengajar grammarnya tapi kalau yang di MS itu grammarnya Betty, bedah Betty itu diajar oleh Mr. Fahrudin. Saya mengajar grammar itu grammar yang syntax. Jadi pada linguisticnya.

Q4 : Iya pak. Pak, pengertian grammar menurut Bapak.

R4 : Grammar ya..pilihan, memilih kata untuk misalnya, tadi malam saya makan. Last night I ate rice. Kemudian kata at itu adalah bentuk dari pengaplikasian grammar. Pemahaman grammar kita adalah tata bahasa untuk mengatur kata itu dihubungkan satu sama lain. Sederhannya pemikiran kita itu.

Q5 : Kalau didalam grammar itu yang dipelajari menurut babap apa pak?

R5 : Yang dipelajari biasanya karena saya mengajar di MS, saya meneruskan temen-temen dari BTC, CTC dan TC. Misalnya waktu di BTC dikenalkan part of speech, kemudian tenses dikenalkan, pass ve
voice dikenalkan, maka saya tinggal melanjutkan untuk analisa syntax nya saja.

Q6: Seberapa penting pak, grammar itu bagi seseorang yang sedang belajar Bahasa Inggris?


Q7: Jadi sangat penting


Q8: Bagi pendengar yang tahu tentang kaidah atau grammar itu sendiri kemudian menjadi kurang nyaman.

R8: Iya Kurang nyaman, kira-kira seperti itu.

Q9: Berarti grammar juga tadi membuat komunikasi menjadi nyaman bagi yang berucap maupun yang menerima.

R9: Iya jadi nyaman
Q10 : Pak, saya mohon bantuan Bapak untuk mereview mengingat ketika masih menjadi peserta di TC katakanlah, di MS atau di sebelumnya itu sekarang kalau langkah-langkah pembelajaran grammar itu biasanya seperti apa pak ya di BEC ini?


Q11 : Kalau langkah-langkah di tahun-tahun berikutnya waktu materi baru gitu bagaimana pak?

R11 : Ketika saya jadi siswa?

Q12 : Iya ataupun Bapak jadi guru..

Q13 : Baik pak, ini sambil saya juga cross check. Kemarin saya sudah diskusi atau sudah bilang sama pak fahrudin. Pak Fahrudin itu menyampaikan gini, “Pak, langkah-langkahnya pada intinya kalau pengajaran grammar itu hanya ada ya kalau prosedur jumlah biasa untuk pre-activity, pendahuluan itu ada salam, pendahuluan itu ada salam pembuka, dsb kemudian apersepsi. Ketika masuk di materi baru, misal intinya kita akan belajar ini kemudian diterangkan, explanation pak ya..mulai dari fungsinya, formnya atau patternnya setelah itu kemudian diberi example, contoh-contoh. Setelah example kemudian ada exercise, baik exercise secara lisan bisa juga secara tertulis. Setelah itu ada exercise yang lebih free, anak-anak bisa bebas untuk membuat contoh sendiri. Nah, apa betul begitu pak?
R13 : Betul R12 : ketika kemudian kan ada model ketika saya jadi guru, ketika ada model beberapa pembelajaran yang pernah kita kenal, sebenarnya kita tidak di BEC itu, kita tidak terlalu dituntut untuk tahu ini apa, ini pembelajaran apa. Cuma kan saya juga mengajar di SMA, jadi dapat sedikit masukan. Ow..kalau yang begini ini namanya communicative approach, kalau KTSP itu begini, tapi saya tidak terlalu mensoalkan itu. Cukuplah untuk, ow..ini itu namanya ini, ini itu cuman kami kan biasanya tata cara pengajaran grammar kan musyawarah dengan guru-guru. Jadi misalnya ini begini nanti, setelah dari kelas utama nanti ada pendampingan di kelas kedua yang akan mendampingi, seperti itu. Tecorinya apa, temen-temen tidak terlalu terlalu memeringkan itu jadi ya kita berjalan atas dasar musyawarah, ini enaknya diapakan gitu. Dan saya pun, karena saya mengajar di SMA, dan temen-temen di BEC itu karena kedaan tidak terlalu penting mereka tahu, saya juga tidak terlalu berambisi untuk menyampaikan. Ow., ini namanya apa, ini namanya...saya tidak. Karena saya tetep harus menghormati menghormati teman-teman tidak terlalu memeringkkan istilah tapi ini aplikasinya ini diapakan gitu...

Q14 : Jadi langkah-langkah seperti itu ya pak?

R14 : Iya, saya pun juga seperti itu. Cuman gini, kalau saya kan grammarnya kalau Pak Fahrudin itu biasanya bedah Betty yang understanding itu, kalau saya di MS kan grammarnya yang di Toefl itu ya. Jadi biasanya temen-temen ya kita kasih soal kemudian kita bahas soalnya tapi sebelum itu kan temen-temen harus kan bisa sebelum itu ada beberapa problem yang saya tunjukkan, kita pakai buku hasil summaries, jadi kita rangkum dari beberapa sumber itu kita jadikan 1 buku kecil dan itu problem one, problem two, problem three karena kan setiap soal toefl itu kan pasti ada itu. Sebenarnya ini adalah pada problem three, misalnya subjunctive, dst. Gitu..

Q15 : Berarti agak sedikit beda karena levelnya pak ya..

R15 : Kira-kira begitu

Q16 : Itu langkah-langkah tadi konsisten pak ya dijalankan..

R16 : Dijalankan tentunya gitu

Q17 : Ini apakah hal itu juga ada pengaruh dari tokah Pak Kalen pak, bahwa pembelajaran Bahasa Inggris itu seperti ini lho. Itu tanpa diperintah
sudah tahu sendiri bahwa oh begini, sekarang begini.. itu tokoh Pak Kalen berperan disitu?


Q18: Jadi bebas?

R18: Bebas iya..

Q19: Tapi beliau memberi contoh..


Q20: Yang saya maksudkan ketika guru-guru BEC itu mengajar, tokoh Pak Kalen itu menjadi semacam panutan?gitu pak..

Q21 : Berikutnya pak, kalau grammar, pengajaran grammar atau pembelajaran grammar dikaitkan dengan speaking bagaimana pak..hubungannya grammar dengan speaking..


Q22 : Teorinya grammar, praticanya speaking. Jadi grammar itu alatnya untuk memproduksi speaking. Speaking produknya

R22 : Iya..

Q23 : kalau kemarin saya dengar dari Pak kalen, saya tanya ini..”Apa pak gunanya grammar dengan speaking?”.. “Grammar itu bukan tujuan, grammar itu alat. Grammar itu awalnya, akhirnya speaking.”


Q24 : Ini selanjutnya kan Bapak juga ngajar di SMA 2 Pare dan juga ngajar di BEC, kira-kira untuk kyakinan-keyakinan guru, pola-pola, kebiasaan, teknik-teknik yang digunakan di BEC ini kira-kira menurut Bapak bisa tidak diterapkan di sekolah formal?

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Q25 : Kesimpulannya, bisa tapi ada syaratnya.


Q26 : Baik pak, Sekarang pak kalau dari pribadi Anda selaku guru di BEC apakah ada unsur keyakinan atau dari unsur ajaran agama yang Anda yakini bahwa ini mensupport. Ajaran agam itu sinkron dengan profesi Anda di BEC..

R26 : Iya, menurut saya itu..untuk saya pribadi itu sangat berkaitan sekali karena sampai detik ini saya hanya mampu meniru peserta itu hanya sekian persen dalam kita menjiwai agama kita..Contoh sederhana sekali, saya masuk jam 5 pagi. Tentunya saya tahu kegiatan pagi di

Q27 : Kalau dari Anda sendiri mungkin ada itu saya mau ada unsur ibadah kalau ngajar, begitu ya.


Q28 : Baik pak, ini saya akan rangkum pak ya.,apa yang..nanti kalau saya salah tolong dibetulkan pak ya..jadi, e..dalam pembelajaran grammar di BEC itu pada umumnya para guru menempuh langkah mulai dari explanation, example, practice atau latihan kemudian production. Trus kalau grammar dikaitkan dengan speaking itu seperti sesuatu yang tidak bisa dipisahkan. Bahwa grammar itu untuk mempercantik speaking.
Bahwa grammar adalah alatnya untuk memproduksi, yaitu produknya speaking itu ya..bahwa grammar itu adalah awal dan akhirnya adalah speaking. Gitu pak ya..kemudian bahwa langkah-langkah tersebut sudah diyakini oleh guru-guru Bahasa Inggris di BEC dalam mengajarkan grammar yang dikaitkan dengan speaking tadi. Kemudian bahwa yang mempengaruhi para guru di BEC itu meyakini pola-pola dan langkah-langkah tersebut itu karena ada unsur Pak Kalen sebagai tokohnya pak ya..kemudian ada unsur religiannya, Insyaallah bisa memberi manfaat kepada orang lain, kemudian juga institusi BEC itu sendiri yang sudah temurun, dan terbukti menghasilkan lulusan yang baik. Saya kira itu dari saya saya ucapkan terima kasih.
Interview 5

Code : T5
Informant/ Sex : Teacher 4/ Female
Time : October, 8th, 2014
Place : Classroom of BEC

Q1 : Terima kasih sebelumnya.. Setelah saya mengamati pembelajaran ibu di kelas, kemudian ini yang penting terkait dengan penelitian saya ini masalah grammar bu, pertanyaan saya yang pertama.. Apa itu grammar menurut ibu?

R1 : Grammar itu aturan bahasa..

Q2 : kalau ibu lebih luas lagi..

R2 : lebih luas lagi aturan bahasa untuk membuat sebuah kalimat menurut karakternya, sifatnya, waktunya, dsb..

Q3 : Titik poinnya adalah yang mengatur

R3 : Iya,,kapan kita harus mengatur verb 1, verb 2, dan misalkan kata kerja itu kapan harus ditambah s atau es..itu kan aturan bahasa..

Q4 : Baik, berikutnya yang kedua..grammar itu apa saja yang dipelajari ..

R4 : Ya aturan bahasa cara membuat kalimat itu tadi..jadi ya setiap pelajaran itu kan punya aturan bahasa sendiri misalkan seperti mungkin dasar tentang tenses..tenses itu kan pembelajaran tentang kata-kata kerja ya..kata kerja itu dalam Bahasa Inggris ada 4..itu cara memakainya gimana..kapan kita harus pakai study, studied, studying itu kapan atau go, went, gone..atau going itu pakainya kapan..itu yang dipelajari.
Q5 : Kalau menurut ibu seberapa penting grammar bagi seseorang yang sedang belajar Bahasa Inggris..?

R5 : Mungkin kalau berbicara Bahasa Inggris itu bisa tapi kalau berbicara Bahasa Inggris dengan aturan yang betul itu yang susah. Nah, kita itu tekankan pada anak-anak begini bahwa mereka itu belajar ngomong Bahasa Inggris dengan aturan bahasa yang bagus..tidak hanya sekedar bisa ngomong Bahasa Inggris. Makanya kita disiplin mengajari mereka berbicara Bahasa Inggris juga cara buat kalimat yang benar yang mengikuti aturan bahasa.

Q6 : Jadi grammar itu sangat penting.

R6 : Ya..karena kita intinya disini anak-anak ditekankan tidak hanya bisa berbicara tapi kalau bisa menulis juga..kalau menulis itu kan bahasanya harus bagus..bahasa tulis dengan bahasa berbicara itu kan beda. Nah kita menekankan pada itu..nah mungkin kalau kita utamakan yang dilanjutan itu kan walaupun kita belajar tentang grammar tapi tetap saja kita melatih mereka untuk berbicara Bahasa Inggris. Makanya untuk program TC, kita menekankan bahwa ngomong grammar, bahasa yang kita pakai adalah Bahasa Inggris. Jadi mereka itu belajar aturan bahasa dan juga belajar menggunakan bahasa itu..

Q7 : Jadi harapan ibu nanti atau harapan dari lembaga ini nanti end productnya itu speakingnya lebih fluent..

R7 : Lebih fluent juga kualitas bahasanya bagus..

Q8 : Grammatically correct..

R8 : Iy gitu..jadi tidak sekedar bisa ngomong Bahasa Inggris tapi ngomong Bahasa Inggris yang bagus dan benar..

Q9 : Bagaimana dengan bahasa tulisnya..?

R9 : Kalau bahasa tulisnya kita kontrol, makanya kadang untuk ujian kita pakai bahasa tulis. Kelasnya kita kan beda-beda, ada kelas grammar, ada kelas yang menulis itu describing pictures nanti ada yang spoken ada yang written..itu kalau misalnya ada di intermediate 2 itu bisa. Ketika guru disitu meminta anak-anak untuk menggambarkan gambar atau foto itu pakai bahasa lisan tapi sebelumnya mereka harus menulis dalam kertas. Jadi guru bisa mengontrol ketika mereka berbicara dan ketika mereka menulis. Saya juga begitu kadang saya meminta anak-anak untuk...
membuat contoh secara tertulis, jadi saya bisa mengontrol..oh ini salahnya dimana, pemakaian auxiliary atau penggunaan grammar yang lain aturan Bahasa Inggrisnya..

Q10 : Jadi kontrol baik secara lisan maupun tertulis..Ibu sudah mengajar sudah berapa lama bu..?

R10 : Belum lama sih..baru 16 tahun..

Q11 : Baru 16 tahun..e..menurut ibu apakah lama ibu mengajar ini ada dampak atau pengaruh terhadap keyakinan ibu..

R11 : Ya pasti pak. Mengajar lama itu, jam terbang lama lebih memperkuat percaya diri. Jadi kita ngajarinya lebih nyantai terus kita bisa melihat kondisi siswanya lebih udah. Saya dulunya ketika awal-awal ngajar ya masih antara materi yang saya sampaikan dengan cara menyampaikannya itu ya masih bingung..tapi kalau sekarang ya tidak..

Q12 : Jadi pengalaman ini..pengalaman yang sudah cukup lama ini memberi dampak positif pada pembelajaran.

R12 ; dan saya juga lebih belajar dari siswa-siswa juga..utamanya tentang pengetahuan umum. Jadi belajar Bahasa Inggris kan tidak sekedar aturan bahasa, tapi mengkawinkan antara pengetahuan umum dengan kualitas bahasa itu sendiri..

Q13 : Sehingga pemilihan example itu lebih aktual..

R13 : Iya..seperti itu. Kadang saya sering membawa apa yang sedang terjadi sekarang, saya bawa dalam kelas sebagai contoh. Jadi anak-anak juga tahu..oh gini gini..

Q14 : Apakah ibu juga mempertimbangkan faktor interest anak-anak ..oh anak-anak ini lebih tertarik kepada hal-hal ini dan diangkat sebagai contoh..

R14 : Biasanya karena siswa kita muda ya..kebanyakan mereka usia masih belajar sama orang-orang muda..kita harus masuk ke dunia mereka. Jadi apa sih yang orang muda sukai..jadi ngobrolnya kan seperti itu.makanya kadang kita ya ikut narsis..

Q15 : Bu, tadi kan saya sudah mengobservasi..nah langkah-langkah tadi dimulai dari..explanation bu ya..

R15 : Ya biasanya saya nanya ke pengetahuan mereka dulu apa yang mereka ketahui tentang pelajaran ini..saya kan nanya ke mereka ..nanti kalau
sudah baru saya itu ngasih gitu..misalnya seperti ini. Saya lebih suka ada...

Q16 : Ada brainstorming dulu..

R16 : Iya brainstorming dulu..terus juga tidak harus dari saya semua..kan diantara mereka ada yang sudah belajar atau mungkin pernah baca buku..jadi saya ingin mereka menyampaikan apa yang mereka ketahui, baru nanti dari saya..gitu..

Q17 : Setelah explanation, kemudian tadi..

R17 : Biasanya saya ..oke sudah paham? Sekarang kamu buat contoh..saya ingin tahu contoh..kamu seperti apabila tidak hanya kita menjalani mereka saja tapi ya take and give gitu..

Q18 : Jadi sambil sekaligus ya bu..checking gitu..

R18 : iya..checking juga ini anak-anak kira-kira bisa gak buat contohnya..

Q19 ; Jadi sambil mereka aplikasi dari penjelasan tadi kan mereka sudah terapresiasi ketika mereka ngomong menghasilkan ..

R19 : Jadi tidak hanya ke students ke guru saja tapi juga guru ke siswa juga, biar ada interaksi juga..kalau guru hanya menerangkan saja dan siswanya hanya diam apakah ...

Q20 : Iya..iya..jadi to activate ..

R20 : Iya..to activate the condition of the class..

Q21 : Jadi explanation, giving example..

R21 : Make example juga..

Q22 : Iya setelah itu ada practice bu ya..

R22 ; Iya practice masuk example itu..Cuma kalau practice kita biasanya harus tahu dulu seberapa banyak yang sudah kita kasih, baru nanti kita buat seperti latihan yang mengacu dari pelajaran yang sudah kita jelaskan..biasanya ini tadi kan masih pertemuan pertama untuk pelajaran baru..biasanya belum..biar mengkondisikan apa ya..mereka masuk kedalam pelajaran dulu baru setelah itu kalau sudah memasukkan agak mungkin 2 subtitleinya baru nanti saya buat latihan biasanya dalam bentuk exercise written, begitu..kalau untuk exercise yang oral saya kan
bisa minta mereka untuk buat contoh..itu kan sudah termasuk di oralnya..tapi kalau di writtennya kita harus nunggu beberapa sub title dulu baru saya buat tugas saya kasihkan mereka..

Q23 : Menurut pendapat ibu, untuk merangkum sebuah statement..atau satu kesimpulan grammar dikaitkan dengan speaking seperti apa bu..

R23 : Kalau saya gini. Bagi saya ..tidak cukup hanya berbicara kalau masalah bahasanya itu cuma sekedar bisa ngomong..kalau saya pengennya ketika ngomong bahasa itu juga masuk ke aturan bahasa. Jadi kualitas bahasanya itu bagus..seperti kualitas bahasa orang belajar, orang yang terdidik itu..bukan hanya sekedar kita denger terus kita ngomong seperti itu..banyak orang yang bisa berbahasa Inggris..tapi mungkin kualitas bahasa mereka tidak bagus..karena disitu banyak kesalahan dalam aturan bahasa. Kita pengennya seperti ketika orang sama sendiri ngomong mereka itu walaupun tidak semua aturan bahasa itu dipakai tetapi kesalahan menakai bahasa itu kau minim sekali..kita pengennya seperti itu..

Q24 : Jadi grammarnya sebagai bekal, productnya pada speaking..

R24 : Iya..tapi nanti juga dengan catatan..ketika kita ngasih pertanyaan dalam bentuk written..maka mereka juga paham..

Q25 : Iya,.berikutnya..faktor-faktor selain pengalaman kerja yang sudah lama..dampak tentang keyakinan ibu tentang betapa pentingnya pengajaran itu, faktor apalagi bu..?

R25 : Kalau saya modalnya yang lain adalah pengetahuan umum pak. Jadi wawasannya..saya tidak mau kalau anak-anak belajar itu hanya sekedar tahu aturan bahasa, tidak di matchkan atau tidak di sinkronkan dengan pengetahuan umum. Nanti terjadinya kan bahasa mereka seperti itu aja..sangat terbatas..terus penggunaan vocabulary ya itu itu saja..tapi kalau kita match kan dengan pengetahuan umum akhirnya kita mau tidak mau kita mengambil vocabulary dari apa yang mau kita ucapkan. Mungkin kosakata kita kan berbeda dengan seperti yang biasanya..saya biasanya begitu..ketika kita menggunakan bahasa kita tidak akan lepas dari pengetahuan yang kita miliki. Itu akan menunjukkan kualitas bahasa kamu plus..

Q26 : Baik, berikutnya bu..kalau tadi ibu sudah menyampaikan keyakinan, langkah-langkah pembelajarannya seperti itu..kira-kira faktor atau peran dari lembaga khususnya Mr. Kalend sendiri..
R26 : Kalau Mr. Kalen itu..beliau membeaskan bagaimana kita mengolah siswa itu terserah kamu caranya bagaimana yang penting outputnya .. Jadi Mr. Kalen itu menekankan pada outputnya..anak-anak dengan disiplinnya tinggi terus kemampuan Bahasa Inggris..caranya terserah kamu..kamu yang mengolah kelas ..

Q27 : Ndak,,maksud saya..Mr. Kalen menjadi barometer atau menjadi arah atau menjadi model bagi ibu untuk dalam..wah, saya ingat Mr. Kalen itu punya kelebihan-kelebihan ini ..

R27 : Ow..iya pasti..lah pak..kita harus mengambil, memilah dan mengakomodasi apa yang kira-kira memang bagus untuk siswa tapi kita tidak harus fotokopi pasti sama..kan ada modifikasinya juga..Owh..Mr. Kalen kelebihannya disini, saya ambil..tapi ini kan tidak semua yang ada di bapak itu bisa sesuai dengan saya. Akhirnya kan itu tadi kita memilih dan menystraikan plus memodifikasi ..

Q28 : Iya..ibu berikutnya..kira-kira menurut ibu teknik, cara, metode yang ibu gunakan di BBC ini..kira-kira kalau diaplikasikan di sekolah formal kira-kira bisa ndak bu..menurut ibu..

R28 ; Kalau menurut saya sendiri mungkin kiraang bisa pak..soalnya kalau di sekolah kan ada aturan harus membuat RPP..harus ada ini ketika ngajar..kita harus sampai disini gitu kan..kalau itu susah..dan juga gimana ya..mungkin kondisinya beda..kalau disini kan semua anak pokoknya Cuma 1..belajar Bahasa Inggris, mereka tidak memikirkan hal yang lain..jadi kita lebih mudah ..1 lagi ..orang yang mau masuk kesini itu niatnya Cuma 1..ingin belajar Bahasa Inggris..tapi bukan berarti tidak bisa..mungkin banyak kendalanya..

Q29 : Ow..banyak kendala.. bisanya butuh syarat-syarat ...

R29 : Nah..ada syarat-syaratnya..mungkin bisa..tapi jangan di jam pelajaran..misalkan seperti pelajaran tambahan..yang khusus ini ekstra Bahasa Inggris , itu mungkin bisa..jadi eksplorasi kita lebih banyak gitu dan mungkin pengajarnya juga bisa lebih ....untuk kreativitasnya itu bisa tersalurkan kalau dalam..karena kalau misalnya ekstra Bahasa Inggris, semua anak itu ingin bisa Bahasa Inggris..jadi dari sisi niatnya aja sudah bagus itu..jadi enak..kalau dikelas kan mereka biasanya Cuma satu..saya dapat pengen nilai bagus..targetnya kan nilai..kalau misalnya kayak ekstra dan sebagainya itu kan targetnya adalah keterampilan seperti anak-anak disini..
Q30 : Ya...yang terakhir pertanyaan saya...ketika ibu mendapati anak-anak yang melakukan kesalahan make mistakes itu...

R30 : Dalam arti apa pak, make mistakes dalam pelajaran atau dalam disiplin..

Q31 : Dalam pelajaran.


Q32 : Saya simpulkan ya bu..kalau ada kesalahan tolong dikoreksi. Jadi yang pertama grammar, pengertian grammar menurut ibu adalah aturan. Pada titik poinnya adalah aturan bagaimana bahasa itu digunakan baik secara tertulis maupun secara lisan. Kemudian yang dipelajari dalam grammar adalah aturan-aturannya, misalnya cara menggunakan verb bagaimana..menentukan subyekdsb.. kemudian berikutnya seberapa penting peranan grammar bagi seseorang yang belajar Bahasa Inggris itu sangat penting..mendasari sekali karena itu teorinya..atau dasar-dasarnya, kemudian nanti hasilnya produknya adalah bisa berbicara dengan aturan yang benar. Gitu ya bu..

R32 : Iya..

Q33 : Kemudian langkah-langkah dalam pembelajaran ibu menggunakan langkah-langkah explanation, kemudian..

R33 : Stimulasi dulu..untuk pelajaran yang akan kita pelajari tadi dengan pengetahuan yang mereka miliki..misalnya tadi saya nanya..Eh, Gerund itu apa sih..? terus mereka itu kan ada satu yang menjawab gini..gini..belum mendapat penjelasan dari saya, sebatas apa yang mereka pahami, nanti baru saya yang menjelaskan.

Q34 : Jadi untuk masuk penjelasan ada pendahuluan dulu..

R34 : Ya ada brainstormingnya dulu..
Q35 : Tidak secara tiba-tiba..
R35 : Gerund adalah benda..
Q36 : Berarti mancing dulu..
R36 : Iya mancing dulu..
Q37 : Dan memanfaatkan yang ada ..tapi itu kan dalam satu rangka mau menjelaskan ya bu..
R37 : Iya mau menjelaskan..
Q38 : Kerangkanya kan menjelaskan ada explanation, setelah itu kita gali example-example baik dari guru maupun dari siswa. Kemudian practice bu ya...
R38 : Practice juga, practice itu kita biasanya harus menunggu sampai subtitle berapa dulu, tapi subject nanti object baru objectnya selesai, saya buat pertanyaan..
Q39 : Baik saya kira itu yang bisa saya tanyakan dulu, kemudian yang terakhir bahwa pengaruh atau faktor-faktor yang mempengaruhi yang ada dalam pengajaran grammar antara lain pengalaman itu antara lain pengalaman mengajar, kemudian faktor BEC ini sendiri, P. Kallen, kemudian faktor selain lamanya mengajar..
R39 : Pengetahuan..
Q40 : Iya,, pengetahuan umum..faktor pengetahuan di luar
R40 : Diluar aturan bahasa..
Q41 : Iya.. supaya mengembangkan vocabnya..
R41 : Vocabularynya biar lebih luas..
Q42 : Saya kira itu bu..terima kasih atas waktu yang diberikan pada saya..saya tidak bisa membalas semoga memberi manfaat pada tulisan saya, misalnya nanti kalau ada yang baca nanti bisa bermanfaat bagi orang lain. Saya doakan semoga kebaikan ibu dibalas oleh Allah SWT.
R42 : Amin..ya seperti itulah mengajar disini
Q43 : Terima kasih waktunya ibu..maaf mengganggu..
R43 : Iya sama-sama
Interview 6

Code : T6
Informant/ Sex : Teacher 4/ Male
Time : October, 8th, 2014
Place : Classroom of BEC

The people in the dialog

Q1-Q40 : Question 1-40 (The interviewer)
R1-R40 : Response 1-40 (The interviewee)

Q1 : Pak Sali terima kasih atas waktunya semoga bermanfaat, khususnya untuk saya dan pada umumnya untuk kemajuan Bahasa Inggris. Karena saya Bahasa Inggris maka nanti yang membaca tulisan saya akan mendapat pahala.

R1 : Iya

Q2 : Ini terkait dengan judul saya itu teachers’ beliefs in teaching grammar, maka pertanyaan saya yang pertama adalah menurut bapak pengertian grammar itu apa..

R2 : Ya sepengetahuan saya grammar adalah suatu model dalam bahasa, dimana kata model tersebut adalah suatu susunan yang akan membentuk kalimat bahkan bukan kalimat dan bisa dimengerti secara jelas.

Q3 : Mungkin kalimat mungkin juga kalimat frasa misalnya. Kalau bisa dimengerti bisa juga diartikan aturan.

R3 : Ya aturan boleh. Suatu aturan yang menjembatani dalam belajar bahasa sehingga suatu kalimat akan tersusun dengan baik, benar.

Q4 : Saya garis bawahi lagi bahwa grammar adalah model atau aturan seseorang menggunakan Bahasa Inggris. Gitu ya..

R4 : Iya..betul.
Q5 : Berikutnya pak, apa saja yang dipelajari dalam belajar grammar ini
R5 : Kebetulan untuk periode ini saya mengajar pada awal BEC. Jadi untuk persiapan saya, grammar yang harus saya pahami sehingga saya bisa mengajarkan pada murid saya yaitu grammar yang paling basic sendiri, paling dasar..seperti tenses, kata ganti, kelas kata, kata sifat..

Q6 : Terus yang terakhir ini tadi mengajarkan ..

Q7 : Terima kasih pak, berikutnya menurut bapak seberapa penting pak, peranan grammar bagi seseorang yang sedang belajar Bahasa Inggris?
R7 : Wah, ini sangat penting sekali..tanpa grammar atau grammar yang paling dasar kita tidak tahu cara bagaimana mengartikan..

Q8 : Mengartikan kalau itu pasif, maksudnya kalau ada teks ada kalimat..kalau mengartikan saja tidak bisa ya pak..
R8 : Ya..menurut saya seperti itu.

Q9 : Apalagi kalau mau me...
R9 : Ya memproduksi atau mengucapkan itu lebih sulit kalau belajar tanpa memahami grammar. Jadi grammar sangat penting untuk belajar bahasa

Q10 : Ya terima kasih pak, jadi garis besarnya grammar sangat penting peranannya bagi seseorang yang sedang belajar Bahasa Inggris. Berikutnya.. bagaimana langkah-langkah bapak mengajarkan grammar di kelas kalau ada materi baru itu mengajarnya bagaimana pak?
R10 : Jadi ini membicarakan seperti metode itu ya..

Q11 : Ya..
R11 : Metode saya yang saya pakai itu ya mungkin sama tapi ada sedikit kombinasi. Jadi kami tetap menggunakan metode sederhana itu dengan menulis di papan, kemudian kita menerangkan, kemudian bertanya jawab dengan siswa, tapi ada suatu kombinasi yang bilamana itu siswa dicoba untuk aktif dan serta mereka mau berperan aktif, sehingga ada langkah sendiri yang harus saya kombinasikan.

*commit to user*
Q12 : Saya bisa bayangkan apa yang bapak terangkan. Kalau saya bayangkan kemudian saya ekspresikan dengan kata-kata saya, sebenarnya yang pertama tentunya mau mulai penjelasan tetapi tidak serta merta gurunya tahu..tapi dimulai dengan mancing-mancing gitu pak ya..

R12 : Iya.

Q13 : Tetapi pancingan itu kan dalam rangka mau menjelaskan..

R13 : Mau masuk ke materi..

Q14 : Kalau dalam pedagoging itu kan apersepsi pak ya..

R14 : Ya apersepsi.

Q15 : Kan pendekatan itu mau masuk ke dalam materi. Setelah masuk baru ke penjelasan, konsep, pola-polanya, pengertian, gitu ya..

R15 : Iya.

Q16 : Terus setelah ada penjelasan, ada pola atau method..berikutnya apa pak,

R16 : Kalau berikutnya itu saya langsung tertuju kepada siswa memberikan latihan yaitu kadang tulis dan juga langsung ngomong..jadi seperti itu. Jadi saya memberikan latihan dengan langsung saat itu juga siswa harus menjawab..salah atau benar saya tidak mengharapkan itu..kalau salah ya kita betulkan..kalau betul ya kita kasih apresiasi..good, dsb.

Q17 : Setelah latihan, practice itu pak ya kan dituntut ada tambahan atau kegiatan akhir yang menjadi endingnya..

R17 : Jadi setiap selesai mengajar itu biasanya diakhiri saya kasihkan motivasi, sebelum motivasi saya kasih mereka penjelasan untuk mengingat kembali apa yang sudah dipelajari yang nanti akan membekali dia dalam belajar bahasa. Sehingga mereka akan mudah mengingat pelajaran itu. Dan itu berkesinambungan dengan niat mereka. Kadang-kadang mereka ya masih tertutup gak mau terbuka dengan temannya, malu-malu sehingga akan terbuka dan mau bersosialisasi

Q18 : Itu langkah-langkah konsisten atau selalu ditempuh pak ya jadi ada explanation, example, practice kemudian ada motivasi untuk memberi produksi atau production..itu konsisten pasti 4 hal itu ada ya..
Insyallah.

Berikutnya pak, kalau menurut bapak coba berikan penjelasan gunanya grammar, peranan grammar terhadap keterampilan berbicara atau speaking..itu seperti apa pak..

Karena orang yang belajar bahasa mereka harus belajar melalui tahap-tahap itu, tahap tersebut itu kita dapatkan dari mendengarkan, kemudian menirukan kemudian membaca terus menulis. Jadi peranan grammar disini karena grammar kita perlu menulis sehingga kita akan membaca. Setelah membacakita mencoba untuk berpikir bagaimana menerapkan grammar atau pelajaran yang dipelajari dalam dunia berbicara. Sehingga disaat berbicara mereka akan teringat kembali pelajaran yang mereka tulis, mereka pelajari seperti itu. Terus untuk memberikan satu..oh pelajaran saya sampai disini, sehingga siswa tidak hanya mengikuti pelajaran, maka dia akan mencari tahu ini bagaimana cara mengucapkannya, sehingga yang saya dengarkan itu persis dengan kata atau kalimat yang saya tulis itu. Dengan kegiatan seperti menonton TV, ngomong bahasa inggris. Jadi yang kita lalui adalah listening atau mendengar, berbicara, membaca kemudian menulis. Akan tetapi kita tidak bisa menjauhkan salah satu dari mereka. Hal tersebut adalah nomor satu, misalnya speaking dulu, grammar dulu..tidak..tetapi mereka kita kerjakan bersama-sama.

Berarti terintegrasi ya.

Iya..

Jadi intinya materi pelajaran itu substansi adalah grammar tetapi digunakan untuk mengembangkan skills yang lain. Terus sama kalau si BEC itu adalah speaking..bagaimana pak,

Iya, terutama kalau di BEC itu memang speaking.

Jadi kalau disimpulkan..kalau pembelajaran grammar dikaitkan dengan speaking itu teorinya adalah grammar dan hasil atau produknya nanti adalah speaking..begitu pak ya..

Iya..

Baiklah, bapak sudah mengajar berapa lama di BEC..

Kurang lebih 7 tahun.
Q24 : Kalau menurut bapak, selama 7 tahun..tahun ke-7, tahun ke-6, tahun ke-5 dan sebelumnya apakah itu ada perbedaan..

R24 : Ya kalau buat saya sendiri pembelajaran atau hasil belajar siswa di BEC mulai dari tahun dulu, kemarin atau sekarang..saya merasa Bahasa Inggris semakin bagus dan semakin berkembang..

Q25 : Untuk bapak sendiri, mengajarnya itu..pengalaman bapak..

R25 : Untuk pengalaman saya ya pasti lebih baik, lebih percaya diri dan juga punya cara-cara, inovasi, variasi

Q26 : Jadi pangalaman yang lalu akan menjadi pelajaran yang perlu ditingkatkan agar lebih baik..gitu ya..

R26 : Iya betul..

Q27 : Kalau menurut bapak..keyakinan bapak terkait dengan pengertian grammar kemudian tahap-tahap pembelajaran grammar, kemudian peran grammar terhadap speaking..kira-kira bapak bisa tidak kalau itu diterapkan di sekolah..

R27 : Kalau menurut saya bisa atau tidaknya itu mungkin metode, semangat belajar di sekolah tersebut kemudian karena pelajaran yang dipelajari di sekolah kan itu tidak hanya satu yaitu Bahasa Inggris,,tapi kalau di dunia kursus kan hanya satu. Jadi lebih fokus dan lebih cepat mengerti..

Q28 : Jadi kesimpulannya taktik, teknik, metode yang di terapkan disini sulit pak ya untuk diterapkan di sekolah..

R28 : Ya menurut saya sulit karena sya punya beberapa pengalaman juga dulu waktu PPL saya mencoba untuk mengajarkan, menerapkan gaya kursusan, tetapi satu siswa tidak begitu antusias mengikuti pelajaran terus siswa kurang apa ya..dan mungkin karena ada pelajaran-pelajaran yang lain..misalnya Bahasa Inggris di mata mereka itu bukan pelajaran yang istimewa gitu..jadi biasa saja. Kalau di kursus dia kan pasti..dengan jadwal perbulan mereka harus bisa apa..

Q29 : Kalau di buat kesimpulan..bisa pak diterapkan tapi ada syarat-syarat tertentu..

R29 : Iya seperti itu..

Q30 : Gitu pak ya, tetapi kalau dipaksakan sulit, kalau arah apa adanya seperti itu..gitu pak ya.
Q31: Ya saya kira itu pak, tetapi sebelum saya akhiri saya mau simpulkan kalau nanti salah tolong dikoreksi pak ya..  
R31: Iya boleh..  
Q32: Jadi menurut bapak grammar intinya adalah aturan bagaimana berbahasa Inggris yang benar. Grammar adalah aturan untuk mengatur seseorang menggunakan Bahasa Inggris secara tepat. Gitu pak ya..  
R32: Betul..  
Q34: Kemudian yang dipelajari di BEC ini pelajaran grammarnya antara lain adalah tenses, personal pronoun, passive kemudian kelas kata itu ya, direct and indirect speech..baik, kemudian seberapa penting peranan grammar bagi seseorang yang sedang belajar Bahasa Inggris itu intinya sangat penting karena itu merupakan teorinya, dasar-dasarnya yang harus digunakan dan dijadikan pedoman bagi seseorang untuk memproduksi baik secara lisan maupun secara tertulis..gitu pa ya,,  
R34: Iya..  
Q35: Kemudian langkah-langkah bapak dalam mengajarkan grammar adalah dimulai dengan explanation atau penjelasan, penjelasan itu kan diawali dengan beberapa langkah itu..  
R35: Iya  
Q36: Setelah explanation kemudian ada example, setelah itu ada practice kemudian ada production. Gitu pak ya..  
R36: Iya..iya betul  
Q37: Bapak konsisten dengan pola itu dalam mengajarkan..  
R37: Iya..  
Q38: Kemudian, grammar dikaitkan dengan speaking bahwa grammar merupakan teorinya, speaking adalah produknya. Di BEC itu gitu pak ya..  
R38: Iya betul..  
Q30: Kemudian teknik, metode yang digunakan di BEC ini bisa diterapkan atau tidak di sekolah formal menurut bapak bisa tapi butuh persyaratan
khusus, tapi kalau begitu saja mau diterapkan tampaknya akan sulit..gitu pak ya..

R39 : Iya..

Q40 : Iya gitu saja pak yang saya tanyakan..kalau kesimpulannya benar nanti akan saya teruskan dialog atau ngomong-ngomong kita ini dan nanti insyaallah saya laporannya sudah jadi di BEC akan saya beri dan anak-anak bisa ikut baca..terima kasih ya pak..saya minta maaf mengganggu Anda, merepotkan dan semoga kebaikan bapak dibalas oleh Allah.

R40 : Amin..iya terima kasih juga pak.
Appendix 2: QUESTIONNAIRE RESULT (1)

Please give your ideas related to your principles about grammar teaching in your classroom. Put a thick (✓) in the column in which you are strongly agree/ agree, not sure, or strongly disagree/ disagree of each statements below:

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<td></td>
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<tr>
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14. Grammar is best taught through work which mainly focuses on communication and shifts to grammatical form if necessary.  

15. Teachers should pre-plan what grammatical feature to cover in the lesson.  

16. Teachers are advised to employ grammar terminology when teaching grammar.  

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Adapted from Lee Kit (2008, p.81-82)
QUESTIONNAIRE RESULT (2)

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**Principles in grammar pedagogy**

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<th>Not Sure</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
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**Principles about error correction and feedback approaches**

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**QUESTIONNAIRE RESULT (4)**

Please give your ideas related to your principles about grammar teaching in your classroom. Put a thick (✔) in the column in which you are strongly agree/ agree, not sure, or strongly disagree/ disagree of each statements below:

<table>
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Principles about error correction and feedback approaches

17. Since making errors is a normal part of learning, a teacher’s corrective feedback is a waste of time, as it does not help learners eliminate errors. ✗ ✔

18. Grammatical correctness is one of the important criteria by which language performance should be judged. ✔

19. Students’ spoken grammatical errors should be corrected immediately in order to avoid imperfect learning. ✔

20. Students’ spoken grammatical errors should be corrected only when they cause difficulty in communicating the right meaning. ✔

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22. Students’ written grammatical errors should be corrected only when they cause difficulty in understanding the meaning. ✔

23. My students dislike being corrected in class. ✔

24. Form-focused correction helps learners to enhance their grammatical performance. ✔

25. Teachers should only underline students’ written grammatical errors. ✔

26. Teachers should only annotate students’ written grammatical errors with marking codes. ✔

27. Students themselves should think about the errors they make and find the correct forms by themselves. ✔
Appendix 3: THE GRAMMAR TEACHING LEARNING PROCESS

1. Class A

   Characteristics of the class:
   a. The level of the class is TC (Training Class)
   b. The number of students are around 25 (a half is young man, a half is young lady)
   c. The students sit on the chair without desk in front
   d. The teacher is in front of the class with her chair and table
   e. There is a whiteboard in front of the class so the teacher writes the lesson with the board marker

   Characteristics of the teacher:
   The teacher is a female teacher. She is around forty five years old. She wears the Moslem clothes (veil, blazer, long skirt, shoes). She is talkative, fully confidence, little bit grumpy, funny, and kind.

   Characteristics of the materials:
   The subject is about gerund. It is included into the high level of grammar mastery and little bit difficult to be understood. The source of the material is not stated.

The grammar classroom teaching practice

   a. Opening Activities
      - The teacher opens the class with greeting and praying together
      - The teacher enrolls the class by calling each students’ name
      - The teacher asks about the last examination whether the students are satisfied or not
      - The teacher plays joke about the results of the exam

   b. Main Activities
      - The teacher builds the students’ prior knowledge about the topic
      - The students reply the teacher’s questions related to the topic
The teacher writes the definition, classification based on function, and examples in front of the class.

While the teacher giving explanation, she asks the students to share their ideas and make the examples.

The teacher asks the students to construct the example directly spoken.

If the students make mistakes, the teacher directly correct them.

All students get the equal right to ask and answer the questions.

The teacher give conclusion in every last section.

The sections consists of the definition of gerund, the functions of gerund and the positions of gerund.

Some students are asking the materials to the teacher when do not get the point.

The teacher inserts the material about CCU (Cross Cultural Understanding) between Javanese and Sundanese. She proposed that there is no good main stream about having daughter or son in law of both cultural ethnic.

c. Closing Activities

The lesson is closed by praying together.

The teacher reminds the students to learn and review the materials at their boarding house.

The teacher asks the students to compose the sentences related to gerund.

---

**On the board**

Gerund is ALWAYS V-ing

V-ing is NOT ALWAYS gerund

V-ing can function:

1. As the verb of sentence – It can be found in continuous tense.

I am studying English now.
I was overtaking pet when my father came
I have been studying for an hour
How long has she been waiting for a bus?
They will be accompanying us at 7 o’clock tonight.

2. As the adjective
Tirto gave me an amazing example
Everyone likes her shining hair
Was the score of your last exam satisfying?
His answer is very disappointing.

3. As noun
Smoking kills softly
Girls like shopping.
Are you afraid of seeing ghosts?
My grandmother always walks with her walking stick.

4. As the adverb (especially in adverb of phrase)
Standing in front of you, I’d like to present my speech entitled...
Not wanting to continue his further study, Ja’far decides to get married soon

Gerund is the ing-form of verb (speaking, loving, shopping, hiking, killing, etc) that functions/takes position as the noun
Gerund as the subject of the sentence

\[ S + V + O \]
\[ (\text{Gerund}) \]
Reading enlarges view
When gerund takes a position as Subject of the sentence, it always brings the singular verb

Waiting is boring
Is teaching tiring?
Loving and being loved is/ are exciting
Collecting gold coins and stamps take/ takes much time
Collecting antique bottles and planting rare roses need/ needs patience

Note:
1. Gerund is the noun when we see it from the position of the sentence
2. Gerund is still verb when we see it from the characteristics
3. Gerund as object of certain verbs:
   
   2. Class B

   Characteristics of the class:
   a. The level of the class is TC (Training Class)
   b. The number of students are around 20 (a half is young man, a half is young lady)
   c. The students sit on the chair without desk in front
   d. The teacher has a desk and chair in front of the class
   e. There is a blackboard in front of the class so the teacher writes the lesson with the chalks

   Characteristics of the teacher:
   The teacher is male teacher. He is around forty years old. He wears shirt and trousers. He is a kind of calm, serious, and discipline man.

   Characteristics of the materials:
The subject is about gerund. It is included into the high level of grammar mastery and little bit difficult to be understood. The source of the material is ‘Understanding and Using English Grammar’ written by Betty Schrampfer Azar page 150.

**The grammar classroom teaching practice**

a. Opening Activities
   - The teacher greets the students and they pray together
   - The teacher enrolls the class
   - The teacher directly states the material to be discussed today is about gerund. He asks his students to open their textbook page 150.

b. Main Activities
   - The teacher writes some words (V-ing) in the blackboard
   - The teacher explains about the difference of gerund and continuous tense
   - The students listen carefully to the teacher’s explanation and make a note for the important lesson
   - The teacher explains the functions of gerund
   - The students are freely to ask the material if they find the difficulties
   - The teacher answers directly to the students’ questions without offering another students to give or share their ideas
   - The teacher makes all examples by himself. He never asks the students to make their own examples.
   - The teacher always explains each word in detail, gives the descriptions and presents the synonym
   - To break ice the class, the teacher makes some jokes. It is related to the students’ daily hot issues, such as love.
   - The students asks some questions related to the materials
   - The teacher orders the students to write the dictated examples
The teacher asks every student to make example of gerund in Indonesia.

The teacher translates the examples into English and gives comments.

c. Closing Activities

The teacher asks the students to do all exercises in the textbook.

The students and the teacher close the lesson by praying together.
2. **As object (page 151)**
   
a. **Object of preposition**
   
   \[ S + \text{ to be } + \text{ prep } + \text{ V-ing} \]
   
   > You are used to sleeping in my class

   b. **Object of certain verbs (page 154)**
   
   \[ S + \text{ Verb } + \text{ prep } + \text{ V-ing} \]

   c. **Object of complement**
   
   \[ S + \text{ to be } + \text{ V-ing (complement)} \]
   
   > My mistake is choosing you as my girlfriend

3. **Class C**

   **Characteristics of the class:**
   
a. The level of the class is BTC (Basic Training Class)

   b. The number of students are around 30 (a half is young man, a half is young lady)

   c. The students sit on the chair without desk in front

   d. The teacher is in front of the student with a desk and chair

   e. There is a blackboard to explain the materials. The teacher uses the chalks to write.

   **Characteristics of the teacher:**
   
   The teacher is male teacher. He is young, handsome and funny man. He is thirty years old. He wears white shirt and black trousers.

   **Characteristics of the materials:**
   
   The subject is about noun phrase and passive voice. It is included into the low level of grammar mastery but it needs the memorization of formulas.

   The source of the material is not stated.

   **The grammar classroom teaching practice**
   
a. Opening Activities
   
   > The teacher greets the students and they pray together
The teacher enroll the class
The teacher directly states that there are two materials to be discussed today. The first is about noun phrase and the second is passive voice.

b. Main Activities

A. Noun Phrase

The teacher writes on the blackboard about the arrangement of noun phrase.
The students are given 10 minutes to write in their notebook.
The teacher is getting conversation with the students while he is waiting his students.
The teacher always memorizes about the limitation of time.
The teacher explains ‘Susunan Kata dalam Bahasa Inggris’ in Indonesian language.
The teacher produces some sentences in Indonesian to be translated in English.
The teacher checks his students’ understanding by saying ‘paham?’
The students answer the questions orally and together.
The teacher asks his students to close their books and memorize the word arrangement of noun phrase.

B. Passive Voice

The teacher constructs some sentences in active form, then he asks some students to change the sentences into passive.
The students who answer correctly can still sit on their chair, but if their answer is false they should stand in front of the class.
The questions is from the easy to difficult level.
The teacher sometimes uses Javanese language (Jawa Timuran).
After several questions, there are only 3 students who still sit down.

commit to user
The teacher asks the students to study about passive voice again. He said that his students were not qualified enough to pass the oral exam.

The teacher asks the students to write the sentences in their book. The students have to change it into passive.

After that, the teacher asks the students to make questions based on his orders. For example:

Active sentence: Two rabbits are eating a carrot

Passive sentence: A carrot is being eaten by two rabbits

(Tanyakan carrot): What is being eaten by two rabbits?

(Tanyakan two rabbits): By what is a carrot being eaten?

(Tanyakan eaten): What is being done by two rabbits?

The teacher repeats that activities for five times with different tenses.

The students answer orally together with the teacher.

Some students who get difficulties in answering the questions may ask to the teacher.

In the end, the teacher reviews the material of passive voice by writing the important thing on the blackboard.

c. Closing Activities

The students and the teacher say ‘Alhamdulillah’ together.

The teacher closes the meeting with Islamic greeting ‘Wassalamu’alaikum wr. wb’

On the board

**SUSUNAN KATA DALAM BAHASA INGGRIS**

**DODI KURUS TEMTU NAAS BABE**

<table>
<thead>
<tr>
<th>D</th>
<th>Determiner</th>
<th>a, an, the, this, that</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Ordinal Number</td>
<td>1, 2, 3, 4, dst</td>
</tr>
<tr>
<td>DI</td>
<td>Descriptive</td>
<td>good, bad, beautiful, interesting</td>
</tr>
</tbody>
</table>
KUR: Ukuran small, big, large
US: Usia old, young, new
TEM: Temperatur hot, cold, warm
TU: Bentuk square, oval, round
NA: Warna white, black, blue
AS: Asal Japanese, Australian
BA: Bahan gold, wooden, cotton
BE: Benda car, radio, TV, girl, boy

An English teacher
D O N

A handsome English teacher
D I O N

A handsome black kid
D I C N

A good old house
D I A N

Buku baru biru itu
N A C D

The new blue book
D A C N

Passive Voice
To be + V3

Tenses
Present
1 I DO IT
2 It is done by you
3 I AM DOING IT
4 It is being done by you
5 I DONE IT
6 It was done by you
7 I WILL DO IT
8 It will be done by you

Future
10 I am being
11 It is being done by you
12 I WILL BE DOING IT
13 It will be being done by you
14 I WILL BE DONE IT
15 It will be done by you
16 I WILL BE WILLING
17 It will be willing by you
Appendix 4 (The Transcripts of Interview with Students)

Interview 1

Code : S1
Informant/ Sex : Student 1/ Male
Time : ________
Place : Classroom of BEC

The people in the dialog:
X1-X30 : Question 1-30 (The interviewer/ Surabiya)
Y1-Y29 : Response 1-19 (The interviewee/ Student of BEC)

X1 : Kita mulai dulu nama saya Surabiya, kalau mas?
Y1 : Nama saya Oky sanjaya.
X2 : Mas dari mana?
Y2 : Aceh timur
X3 : Baik, mas oky sekarang ini mengikuti program apa?
Y3 : MS Mastering System,
X4 : Itu berarti lanjutan ya..
Y4 : Iya lanjutan dari TC program
X5 : Kalau guru guru di BEC ini mas Oky hafal?
Y5 : Hafal, Insyaallah
X6 : Sejak dari yang pertama dulu?
Y6 : Sejak dari pre BEC sampai MS
X7 : Dari guru guru itu siapa yang paling berkesan mas?
Y7 : Yang paling aktif menurut saya miss yuni.
X8 : dulu mengajar materi apa itu?
Y8 : English in use
X9 : Itu di dalamnya ada grammar apa gak mas?
Y9 : Ada juga, kan kita ngomong pake grammar gak ngomong asal-asalan.
X10 : Jadi miss yuni ngontrol juga gitu ya?
Y10 : Iya sama pronunciation juga, nah kalau kita biasanya menggunakan many otomatis kan plural gak singular, many place langsung dicut jadi many places, jadi langsung dikontrol gitu ya?
X11 : Mas oky coba ingat kapan terakhir mengikuti pelajaran grammar mas..
Y11 : Grammar sama BTC..”
X12 : Ya kapan saya tidak tahu, mungkin di TC ya bisa kalau di MS ada..”
Y12 : Semua pengulangan apa, jadi yang udah diajarin dari Pre BEC sampai TC, kalau di MS itu Cuma sekedar refresh. Direview itu, baru tadi siang
X13 : Ya sudah kalau begitu yang perlu diingat itu waktu yang di TC itu yang sesungguhnya itu yang pakai dipandu itu ya..Kalau sudah di MS seperti menganalisa sendiri ya..”
Y13 : Ya, kalau di MS lebih diajarkan untuk mengajar, bukan untuk diri sendiri lagi tapi untuk mambagi kepada publik.
X14 : Jadi ingat bulan Mei, ketika di TC mendapat pelajaran grammar itu ceritakan langkah-langkahnya mas..guru mengajar grammar di TC itu seperti apa..
Y14 : Jadi, waktu di TC itu, pertama kali masuk grammar sama mr.fa yang diajarin relative pronoun mulai dari relative pronoun, ke gerund sama present participle sama past participle. Karena waktunya Cuma singkat hanya 3 bulan, dan diulang setiap harinya.
X15 : Baik misalnya Pak Fahruedin mau mengajarkan relative pronoun itu bagaimana dikelас?

commit to user
Pertama kali Mr.Fa menjelaskan secara pengertian, setelah itu fungsinya apa setelah itu menjelaskan dengan contoh. Setelah itu mr.fa memberikan kesempatan kepada kita untuk membuat contoh satu persatu.

Ya, tapi exercise itu bukannya menilai tapi untuk memahami sejauh mana murid-murid itu mengetahui apa yang telah diberikan oleh guru. Jadi setelah Mr.Fa memberikan contoh pada papan tulis, Mr. Fa memberi kesempatan kepada murid untuk membuat contoh masing-masing dan tunjukkan sama Mr.Fa, dan apabila terjadi kesalahan dalam membuat contoh, Mr. Fa langsung mengoreksi dan itu terjadi berulang-ulang sampai pertemuan terakhir. Saat ujannya itu oral. Tapi kalau di kelas Mr.Fa lebih pada interaksi, grammar digunakan untuk komunikasi. Jadi pada saat ujian terakhir, kita harus oral dan materinya itu seperti yang bilang tadi.

Mas berikutnya, grammar yang ngajar kan tidak hanya Mr.Fa saja, tapi ada guru lain yang ngajar grammar ya..

Kalau yang di TC kebanyakan di seperti itu, tapi kalau yang di BTC, CTC berbeda lagi. Jadi kami ada yang diberikan buku seperti lembar kerja siswa. Setelah guru memberikan penjelasan, pada saat itu kalau di BTC maju ke depan ke papan tulis, tidak semua tapi diaacak oleh guru. Setelah itu, guru memberikan tugas kepada siswa melalui LKS dan itu dikerjakan di rumah.

Kalau menurut saya bagus, mudah ditangkap juga karena bahasa yang digunakan bahasa sehari-hari bukan bahasa yang tinggi. Jadi penerapan itu yang tadinya express itu bisa diterima oleh kita. Tapi kalau di sekolah-sekolah materi itu seharusnya dikuasai 2 bulan, tapi kalau disini hanya 2 minggu sudah bisa diserap dengan baik.
X20: Baik, kira-kira cara-cara yang digunakan oleh guru BEC ini mungkin tidak diterapkan di oleh guru-guru di sekolah formal seperti SMP, SMA...

Y20: Sebenarnya seharusnya seperti itu pak, jadi supaya pelajaran bahasa inggris itu tidak sekedar formalitas mengisi ujian nasiona; tapi juga digunakan dalam percakapan sehari-hari. Untuk kegiatan sehari-hari, bahwa Bahasa Inggris kan bahasa global.

X21: Mas oky dari dulu SMA atau MA?

Y21: Dari SMA.

X22: Berarti kan merasakan pelajaran bahasa inggris yang di smp, sma seperti itu anda kemudian punya pendapat pelajaran di sekolah semestinya kayak gini, agar benar-benar bisa, practicenya juga nyata..


X24: Jadi, grammar dan speaking erat hubungannya dan tidak bisa dipisahkan.
Y24 : Iya, sama2 penting, kalau grammar itu di writing itu berbeda dengan speaking. Lebih detail.

X25 : Karena bisa dikontrol waktu yang lama ya, tapi kalau speaking kan sudden, spontan

Y25 : Iya jadi harus dirancang sebgaimana mestinya. Karena strukturnya sendiri, jadi kalau simple present itu dengan V1 kan tidak bisa menggunakan V-ing atau V3.

X26 : Saya pernah dengar gini, grammar itu bukan tujuan yang terakhir tapi speaking yang jadi tujuannya. Grammar sebagai alat, speaking itu produk. Bagaimana menurut mas,

Y26 : Kalau menurut saya, grammar dan speaking sama-sama penting dan seimbang dan harus dipelajari juga secara balance. Tadi bapak bilang, jadi orang lebih ke speaking dulu, kalau menurut saya itu sama pentingnya. Alangkah celakanya apabila orang melatih speaking dengan menggunakan grammar yang salah, trus itu akan dijadikan kebiasaan yang sulit diubah. Tapi apabila dia belajar grammar dan speaking dalam waktu yang bersamaan, jadi dalam percakapan sehari-hari itu dia bisa mengingat lagi. Tapi kalau dia belajar speaking tanpa grammar, otomatis dia akan berbicara sesuka hatinya, diluar jalur, diluar aturan grammar.

X27 : Di BEC berarti ditekankan “please, speak using good grammar” gitu ya..”and master the grammar to speak”..gitu mas ya..kuasai grammar untuk berbicara supaya tidak berhenti dan tidak sekedar teori tapi wujud nyatanya ada.


X28 : Baik, akan saya ulangi apa yang telah mas Oky sampaikan kepada saya. Kalau salah tolong dikoreksi ya..

Y28 : Iya, boleh..

X29 : Jadi, pada umumnya guru guru BEC yang mengajar grammar langkah-langkahnya hampir sama ya, yaitu dimulai dengan explanation, example, exercise and then practice. Gitu ya. Jadi

Y29 : Iya

X30 : Terima kasih
Interview 2

Code : S2
Informant/ Sex : Student 1/ Male
Time : ________
Place : Classroom of BEC

The people in the dialog

X1-X33 : Question 1-30 (The interviewer/ Surabiya)
Y1-Y32 : Response 1-19 (The interviewee/ Student of BEC)

X1 : Nama Siapa mas?
Y1 : Nama saya Muhamad Badrudin

X2 : Dari mana mas?
Y2 : Dari jepara.

X3 : Ow jepara, berarti tetangga ya.

Y3 : Kalau bapak darimana?

X4 : Saya dari Kudus, Baik pertanyaan yang pertama mas di program apa?
Y4 : Saya di Program MS, program yang terakhir di BEC.

X5 : Program terakhir di BEC..Berikutnya ini karena saya ingin mendapatkan kesan-kesan dari mas y. Pertanyaan saya, siapa guru yang paling berkesan selama ini di BEC menurut mas y?

mengajar, pasti di sela-sela pengajaran itu beliau selalu memotivasi setiap murid dan apabila ada salah satu atau 2 murid yang mendapatkan masalah, pasti beliau memotivasi mereka dan membantu mencari solusi permasalahan itu.

X6 : Kalau tadi Mr. Adin mengampu apa mas?

Y6 : Grammar dan structure.

X7 : Karena masih di tahap awal gitu ya..

Y7 : Iya

X8 : Coba kalau ingat, langkah-langkah beliau mengajar seperti apa mas Pak Adin itu?

Y8 : Kalau dari pertama saya bertemu di kelas pertama, beliau tentu memperkenalkan diri kemudian langsung dibuka pelajaran misal hari pertama tentang tenses. Hari pertama penampilan beliau kurang terlalu menarik tapi hari kedua sampai seterusnya, ketika beliau mengajar untuk pertama kalinya tentu beliau membuka pelajaran dengan basmalah, salam, kemudian mengawali dengan memperkenalkan tenses misal pakai simple present. Nah, simple present kemudian beliau mengundang 1 anak atau 2 anak yang mau maju, kemudian itu disuruh I speak English, we speak English, they speak English. Nah, tentu beliau menggunakan cara practice sebelum memperkenalkan pelajaran itu. Kemudian beliau membuka pelajaran, menulis pelajaran kemudian langsung menerangkannya kepada anak-anak kemudian anak menulis.

X9 : Apa kalau bisa saya potong atau klarifikasi, apa kira-kira yang tadi 1,2 anak yang maju itu semacam penjajakan gitu mas terhadap topik yang mau diajarkan itu?

Y9 : Ya semacam penjajakan. Beliau juga ingin 1 atau 2 anak itu ingin menambah mental mereka lebih tinggi.

X10 : Setelah itu, bagaimana anak-anak bisa tahu pahamnya seperti ini berarti ada langkah apa yang ditempuh?

Y10 : Langkah beliau, setelah beliau menuliskan rumus beserta contohnya, beliau menuruh mereka untuk mengisi soal yang beliau tulis di board. Beliau pun menuruh siapa yang ingin maju terus maju.

commit to user
X11 : Jadi, dari menyebutkan topiknya, menerangkan, explain gitu ya terus giving example, contoh-contoh gitu. Kemudian exercise latihan-latihan, menyuruh siapa yang mau gitu ya..

Y11 : Iya, kemudian beliau setelah itu mengoreksi misal ada yang salah beliau langsung mengoreksi mereka langsung tahu kesalahan mereka.

X12 : Kemudian ada praktek lebih jauh lebih mendalam setelah dikoreksi ada latihan lagi?


X13 : Apakah langkah-langkah yang ditempuh Pak Adin itu apakah juga ditempuh guru-guru lain, maksud saya polanya. Abis ini begini, begini itu ada pola yang hampir sama?


X14 : Itu aplikasinya banyak ke menulis apa ke speaking?

Y14 : Kalau di English in use banyak ke speaking.

X15 : Kapan Anda terakhir mengikuti kelas grammar mas..?

Y15 : Di MS pun masih ada, pokoknya dari tingkat BTC, CTC sampai TC itu ada grammar. Di MS pun ada grammar, tapi tingkatannya beda. Misal
di BTC diajarkan 16 tenses, kemudian CTC ada nominal formula kemudian conditional sentence, dsb. Kemudian di TC itu berbeda lagi seperti adjective clause, gerund dan relative pronoun itu yang di TC. Kemudian yang di MS itu phonology, syntax, morphology. Ada tingkatannya gitu.

X16 : Ada tingkatannya lebih tinggi gitu mas ya,

Y16 : Iya, setiap tingkatan program, jadi pelajarannya itu lebih tinggi.

X17 : Baik, tadi yang mom nunung itu dengan Mr. Adin, kemudian pengajar grammar yang lain, Mr. Fahrudin juga ya.


X18 : Diantara 4 guru yang mas sebutkan tadi, mana guru yang paling top menurut mas?

Y18 : Mr. Adin, karena ketika beliau menerangkan sangat jelas dan anak-anak tidak terlalu bosan karena di sela-sela pelajaran ada joke, motivasi itu. Jadi jarang anak itu mengantuk dan insyaallah semua anak memperhatikan.

X19 : Bagaimana kesan mas Abad terhadap cara guru-guru BEC mengajar grammar?


X20 : Kalau saya minta mas Abad ini untuk menerangkan kaitannya grammar dengan speaking kira-kira seperti apa mas selama pengalaman belajar di BEC antara grammar dan speaking hubungannya seperti apa mas?

Y20 : Kalau di BEC, ada grammar ada speaking itu dibedakan karena di dalam speaking, antara grammar dan speaking itu tidak dapat dipisahkan. Karena speaking menggunakan grammar, kalau grammar aja tanpa speaking juga tidak ada gunanya. Kalau misal speaking itu kan dalam indonesia ngomong atau bicara jadi ada rumus atau grammar

X21 : Kemarin saya sudah tanya dengan guru ada yang mengatakan begini, nanti setuju apa tidak...guru itu mengatakan grammar itu alatnya, speaking itu produk atau tujuannya. Anda setuju dengan itu?


X22 : Apakah yang mengoreksi mesti teman atau bapak ibu guru juga mengoreksi ketika ada salah?


X23 : Tapi misal mas abad melakukan salah kemudian dikoreksi oleh teman bagaimana perasaan anda?

Y23 : Perasaannya, pertama ya kecewa lah tentunya gitu, kita kan, kalau dari saya, saya selalu berusaha untuk speaking menggunakan grammar tetapi kok sampai salah, tapi lama lama ya saya menyadari “ow iya pasti ada kesalahan” ya wajar sebagai proses.

X24 : Terus berubah dari kecewa mungkin agak malu, agak sakit hati tapi lama lama menyadari mas, koreksi itu sesuatu yang apa ya, dikatakan bentuk dari kasih sayang atau perhatian gitu ya..

Y24 : Itu sudah menjadi kebiasaan bagi saya dikoreksi oleh temen temen. Tapi yang mengoreksi temen temen itu khusus, misal gak semua temen
itu ngoreksi, ngoreksi speaking. Tapi hanya temen temen tertentu yang benar benar kritis

X25 : Berarti ada beberapa temen yang kritis yang memang care, peduli dan jangan sampai salah keluar. Kalau masih di lingkungan BEC salah tidak apa apa, institusi kita harus kita junjung tinggi nama baiknya. Mungkin gitu ya..

Y25 : Iya

X26 : Anda sendiri apakah pernah punya pemikiran seperti itu, ketika tahu temennya salah "hei, salahnya disini saja, dibenerkan dulu" mungkin begitu juga ya.

Y26 : Seneng juga kalau mengoreksi temen pak, terkadang ya ada perasaan malu walau itu temen. Perasaan malu itu pasti ada. Karena apa ya, speaking itu itu masih berusaha kemudian ada temen yang salah kalau semisal itu kan ketika memotong pembicaraan itu cukup sulit ketika mereka ngomong bahasa inggris sudah susah susah ketika kita memotong pembicaraan mereka itu hel yang cukup berat untuk mengoreksi.

X27 : Kalau misal gini gimana mas, ini sharing aja..saya juga punya pengalaman ketika proses sudah berjalan ya biarkan saja, tapi yang salah tadi ya dicatat saja, tadi ada ungkapan yang muncul seperti ini, bagaimana ini betul apa salah. Gitu pernah ada tidak, misalnya ada di meeting..

Y27 : Ow iya, kalau misal saya di kelas dulu. Misal Miss Yuni mendengar idiom idiom atau pernyataan pernyataan yang tidak sesuai dengan kaidah bahasa inggris itu langsung dikoreksi dibenarkan miss yuni, nah itu langsung jadi pelajaran di kelas. Jadi, common mistakes atau kesalahan-kesalahan yang umum nah itu langsung diberikan ke siswa dan itu langsung dibenarkan dan seperti di kertas, Miss Yuni langsung ngetik di kertas kemudian dibagikan ke siswa sebagai pembelajaran dari Miss Yuni.

X28 : Karena itu terjadinya frekuensinya tinggi gitu ya..tidak hanya anda yang seperti ini, berkali-kali ini anda terjebak disini, dan akhirnya diangkat jadi semacam temuan dan pelajaran

Y28 : Kalau misal di weekly meeting yang diadakan seminggu sekali itu nah itu ada program yang namanya speech atau pidato dari siswa. Nah,

X29 : Saya tanya yang terakhir, kira-kira coba bayangkan mungkin atau tidak mas cara yang ditempuh, metode, teknik, strategi yang ada di BEC mungkin atau tidak diterapkan di SMP, SMA, dsb, kira – kira mungkin atau tidak?

Y29 : ya tergantung dari mereka, tergantung dari kurikulum. Kan kurikulum sekarang itu belajar bahasa inggris dipotong dari 4 jam menjadi 2 jam

X30 : Padahal materinya begitu banyak

Y30 : Tentu itu hanya mempelajari materi saja belum tentu practice, ada ekstra kurikuler setelah pelajaran formal, itu masih bisa. Kalau misal mereka mau menerapkan pembelajaran seperti ini, misal pelajaran formal di pagi hari nanti ada program seperti di BEC pada sore hari di sekolahannya itu insyaallah bisa diterapkan.

X31 : Lha BEC yang sore hari itu seperti apa?


X32 : Baik saya simpulkan mas ya, kalau saya simpulkan secara global kesan anda terhadap guru pada umumnya di BEC kesannya positif kesannya baik, bisa menerima teknik-teknik, metode-metode, langkah-langkah yang digunakan oleh para guru dan yang kedua langkah-langkah yang ditempuh oleh para guru dalam pengajaran grammar pada umumnya dimulai dengan explanation, penjelasan dulu kemudian example ada contoh-contohnya kemudian exercise ada latihan-latihannya kemudian
latihan yang lebih mendalam dapat dikatakan production untuk speaking ya..dari awal tadi sampai akhir seperti itu mas ya..

Y32 : Iya..
X33 : Terima kasih..
Interview 3

Code : S3
Informant/ Sex : Student 1/ Male
Time : ________
Place : Classroom of BEC

The people in the dialog
X1-X30 : Question 1-30 (The interviewer/ Surabiya)
Y1-Y29 : Response 1-19 (The interviewee/ Student of BEC)

X1 : Dari Sunda, namanya siapa mas?
Y1 : Wawan Slamet.
X2 : Sundanya mana mas?
X3 : Ini mas Y program apa?
Y3 : TC..seperti tadi Y Za.
X4 : Berarti sudah 5 bulan mengikuti BEC untuk bisa selesai masih 1 bulan. Baik, pertanyaan saya, siapa guru yang paling berkesan selama ini?
Y4 : Mom Atun
X5 : Waktu di TC atau BTC?
X6 : Tadi mom Atun mengajar grammar ya..Ceritakan mas langkah2 beliau kalau mengajar grammar.

X7: Saya ulangi, kalau masuk salam dan seterusnya itu biasa ya..biasanya mengingatkan materi yang kemarin, gimana menguasai apa tidak, lupa apa tidak baru masuk ke materi baru. Dimulai dengan menjelaskan.

Y7: Enggak, kadang gak langsung penjelasan sih.. kadang gini ketika masuk, materi kemarin ada yang sulit gak,

X8: Kalau beres gak ada masalah?

Y8: Kalau gak ada masalah langsung ke materi baru

X9: Dimulai dengan menjelaskan, menerangkan...menerangkan dimulai dengan apa, biasa? Nama atau istilah, setelah fungsinya, tenses katakanlah misal present perfect tense, misalnya itu berarti diterangkan dulu..kita belajar ini, fungsinya untuk ini, polanya ini, gitu ya mas,...ini contoh-contohnya. gitu ya,

Y9: Cuman biasanya pada pertengahan materi kadang ada tambahan, istilahnya bukan menyambung materi tetapi bicara tentang pengetahuan yang belum kita ketahui, seperti informasi-informasi baru. Kan disini kita disibukkan dengan belajar bahasa inggris, kadang kita juga tidak tahu informasi baru seperti apa, jadi kadang sering seperti motivasi gak condong ke materi aja, mom atun kadang ngasih kita informasi, motivasi baru yang tidak hanya ada di Indonesia, tapi diluar negeri juga kan. Disamping itu agar kita tidak bored, biar kita gak bosen dalam belajar Mom Atun suka ngasih joke gitu. Makanya kita kadang belajar itu asik, grammar kan biasanya memusingkan karena Mom Atun menyelingi dengan joke jadi tidak bosen, asik malahan.

X10: Jadi tadi setelah menjelaskan setelah diselingi tadi terus latihan. Terus latihan, latihan, latihan sampai paham betul materi itu. Gak ada PR mas ya..?


X11: Selain mom Atun, yang pernah mengajarkan anda grammar siapa?

commit to user
Y11: Mr. fahrudin kan ada speaking disini di BEC, Mr. Sali, itu untuk describing pictures.

X12: Kalau waktu di CTC?

Y12: Ya wali kelas kita aja. Mom anis sama Mr. Budi. Kalau mom anis itu condong ke structure nya, Mr. Budi ke English in use nya.

X13: Baik, itu tadi ada 2 guru grammar..itu apakah pola ngajarnya sama mas,,langkah-langkahnya?

Y13: Kalau Mr. Fa itu memakai buku Betty, tapi kalau mom atun memakai the green book tentang practical grammar dan satunya lagi buku the black book tentang pronoun, gerund, itu.

X14: Tapi kalau disimpulkan garis besarnya sama ndak mulai dari langkah-langkahnya?

Y14: Sama. Cuma bedanya Mr. Fa lebih serius dalam pelajaran.

X15: Itu masalahnya situasional dalam kelas. Mungkin kalau pak Fa cenderung serius berfikir dalam situasi yang agak kenceng

Y15: Tapi untuk materi lebih penekanan lebih banyak yang menguasai grammar pada masa.

X16: Jadi kesimpulannya sama mas ya,

Y16: Iya sama..

X17: Kapan mas anda terakhir mengikuti kelas grammar?

Y17: itu hari rabu kemarin, karena jadwal grammar itu hari senin dan rabu, speaking selasa dan kamis.

X18: Kesan anda terhadap cara-cara yang dilakukan oleh mayoritas guru guru BEC mengajarkan grammar itu?

Y18: Sebelum masuk kesitu, di BEC itu ada 3 periode per 3 bulan. 1 periode pertama itu BTC, CTC 3 bulan, TC 3 bulan, MMS 3 bulan, sedangkan MSI itu tidak diwajibkan. Sebelum masuk BEC saya pernah masuk ke kursus yang lain, yang saya temukan karena di pare kan banyak sekali. Karena saya mau program masuk 3 bulan maret, april mei, saya ambil kursus diluar. Nah, saya lihat cara pengajaran di BEC dan kursus lain itu bagi saya berbeda. Kalau diluar kan semacam kilat, otomatis praktik,

X19 : Berarti cara-cara guru disini merupakan suatu yang luar biasa, dan mas Y punya pengalaman dengan kursus yang lain beda.

Y19 : Begini pak, kenapa BEC menjadi favorit para siswa karena yang pertama BEC di pare ini, dan dari BEC ini telah mengeluarkan alumni yang berkualitas otomatis mereka, mungkin sembarangan ataupun gak punya metode khusus untuk mengajar. Itulah salah satu alasan kenapa mereka dan kita milih di BEC.

X20 : Baik mas, berarti kesannya sangat positif ternyadad cara guru mengajar. Yang terakhir mas, coba statement pertanyaan anda tentang grammar dan speaking. Kaitan antara grammar dan speaking itu apa?


X21 : Menggunakan grammar kita..


X22 : Grammar kalau tidak dipraktekkan ya dengan speaking ya berhenti ya,... Apakah bisa dikatakan seperti ini mas, grammar merupakan alat untuk mengontrol speaking kita supaya produk dari speaking kita itu terarah,
baik, bisa diterima oleh orang lain, tidak menimbulkan miskomunikasi, mispersepsi. Gitu mas ya..saya kira cukup itu saja. Terima kasih mas Wawan
Interview 4

Code : S4
Informant/ Sex : Student 1/ Female
Time : ________
Place : Classroom of BEC

The people in the dialog
X1-X33 : Question 1-30 (The interviewer/ Surabiya)
Y1-Y32 : Response 1-19 (The interviewee/ Students’ of BEC)

X1 : Mbak, namanya siapa...
Y1 : Zaimatul Ummah
X2 : Dari mana?
Y2 : Mojokerto
X3 : Ini kursusnya sudah berapa lama?
Y3 : Saya masih 5 bulan, kan nanti
X4 : Sudah berjalan berapa lama?
Y4 : Saya masih 5 bulan. Ini masih berjalan 5 bulan. Kan nanti terakhir 6 bulan
X5 : Ow..ini maksudnya ini 5 bulan pertama, tapi programnya 6 bulan sudah berjalan 5 bulan. Jadi, program TC itu 6 bulan.
Y5 : Program TC 3 bulan, BTC 1 bulan, CTC 2 bulan. Jadi untuk ke TC kita harus melewati BTC dan CTC.
X6 : Tapi harus 1 bulan dan 2 bulan?
Y6 : Iya itu sudah paketnya. Paket waktu
Dan paket 1 bulan di TC harus rampung dan lulus. Kalau tidak lulus gimana?

Tidak lulus ya mengulang lagi, jadi mengulangnya seperti ini, jadi kita 3 bulan. 1 bulan BTC, dan 2 bulan CTC. Di 2 bulan ini kita mempersiapkan menjadi anak TC. Saat 3 bulan ini kita tidak bisa maka kita boleh mengulangi ke BTC atau kita mungkin menunggu untuk beberapa bulan lagi untuk belajar sendiri dirumah. Dan tidak ada istilah her atau remidi.

Jadi sekarang mbak ini programnya TC ya?

Ya pak.

Siapa guru atau pengajar yang paling berkesan disini?

Kalau di BEC Mom Anis.

Mom Anis itu ngajar apa?

Mom Anis itu ngajar di CTC, kan saya disini TC nya juga masih baru. Masih 1 bulan jadi saya masih perkenalan dengan beliau-beliaunyanya. Saya baru 1 bulan kenal kan di TC, jadi kalau saya di CTC kan lama 2 bulan. BTC sama CTC itu gurunya sama pak. Tapi kalau TC sudah beda lagi gurunya.

Kalau yang di TC ada yang sudah anda kenal dan siapa yang paling berkesan di TC?


Kalau yang mengajar grammar siapa?


Kalau beliau mengajar langkah-langkah seperti apa mbak?

Langkah-langkahnya itu salam, terus pertama mengingat lagi pelajaran yang dulu setelah itu berbicara tentang awal kita belajar, setelah itu kita belajar.
Kalau masuk pelajaran diawali dengan? Beliau mengawali dengan penjelasan...

Iya penjelasan dulu setelah itu untuk mengetahui kemampuan anak tersebut sudah memahami atau belum nanti ada soal sendiri.

Setelah explanation penjelasan mbak ya?

Iya pemantapan untuk ilmu yang baru setelah itu guruunya ingin mengetahui kemampuan siswa dari soal latihan seperti itu dan guru nya menilai.

Setelah pelajaran yang diajarkan itu kemudian....

Nanti prakteknya itu ada 4 guru pak, pertama dari new concept, trus grammar, speaking dari mom yuni ada lagi Mr. Idu sama Mr. Sali untuk semua mula dari speaking, writing, mendengarkan atau listening. Mr. Idu dan Mr. Sali itu yang mengecek selalu bagaimana progress kita, setelah itu kita ada practice. Paling banyak itu practice pak, di BEC ini keunggulannya itu kita selalu diajak untuk aktif.

Berarti istilahnya, setelah grammar itu diajar di kelas, konsep dipahami oleh anak, dicek kemampuan oleh guru grammar sendiri tetapi aplikasinya diberbagai skill tadi, keutamaannya speaking?

Iya speaking. Speaking itu harus mantep dari grammar, mantep dari pronunciation itu. Disitu kita dimantepkan pasti ada waktu untuk kita berpidato, disitu kita asah lagi kemampuan dari grammar masuk, speaking masuk, pronunciation juga masuk.

Kalau anda ingat, grammar itu dari BTC, CTC dan TC itu kan ada terus mbak ya grammar. Apakah langkah-langkah yang tadi anda ceritakan hampir sama? mesti dimulai dari ada salam, absen, materi yang lalu, masuk materi baru, menerangkan konsep, fungsinya, polanya kemudian nanti latihan trus latihan mendalam seperti itu Y ya? Itu apakah dilakukan oleh semua guru-guru disini?

Insyaallah seperti itu yang saya ketahui

Kalau saya ingatkan seperti itu tadi, waktu di TC, CTC sampai sekarang...
Y19: Biasaya ada penekanan dari guru-guru yang berpengalaman. Kebanyakan murid itu ada yang salah pada satu tempat dalam grammar itu. Dan itu pasti ditekankan oleh guru itu.

X20: Bagaimana kesan anda terhadap cara guru BEC yang mengajar grammar?


X21: Kalau anda menyimpulkan bagaimana kesimpulan anda pengajaran atau pelajaran grammar dengan speaking itu statement anda gimana?


X22: Grammar adalah alatnya, speaking produknya. itu ya...Jadi bukan tujuan grammar itu, tapi alat untuk mengontrol speaking kita, supaya speaking kita bisa terarah, bagus dan benar. Gitu mbak ya?

Y22: Iya, insyaallah..sepengertahuan saya pak

X23: Terima kasih, itu yang saya butuhkan. Jadi pada intinya saya simpulkan guru-guru disini mengajarnya mudah diterima, jelas dan menginspirasi. Memotivasi juga Y ya..penuh motivasi


X24: Langkah-langkah yang ditempuh guru itu relatif sama Y ya..dan yang terakhir pengajaran grammar terkait dengan speaking seperti tadi bahwa grammar merupakan alat untuk mengontrol speaking kita agar lebih baik. Dan hasilnya bagus ya..

Y24: Alhamdulillah..

X25: Kira-kira gitu..
Appendix 5 The transcripts of classroom teaching and learning interaction

1. Class A (TX)

TX : What is gerund?
SS : Gerund is V-ing
TX : Is gerund always V-ing?
SS : Yes ... No ...
TX : Is V-ing always gerund?
SS : Yes ... No ...
TX : (smiling) Is gerund always V-ing?
SS : Yes
TX : Is V-ing always gerund?
SS : Yes, ups... No
TX : (laughing) Wait, I ask you. When do you use V-ing?
SS : Continuous Tense
TX : Tense or tenses? Continuous Tense or Continuous Tenses?
SS : Tense... Tenses
TX : How many Continuous tense?
SS : 4... 8... 12...
TX : Ha??? You are TC students, right. But why don't you know the tenses?
SS : (looking at each other)
TX : O.K. Gerund is ALWAYS V-ing. V-ing is NOT ALWAYS gerund. V-ing can function

2. as the verb of the sentences.
It can be found in Continuous Tenses
OK. Give me example of one of the continuous tense

SS : I am studying English now
TX : All right. It is present continuous tense. Another continuous tense!

SS : I was overtaking pet yesterday
TX : Ha?? Yesterday?
    Yesterday, Last week, Last month... Past Tense
    I was overtaking pet when ....
    I was overtaking pet when I watched the movie
    Past continuous is always followed by when... or while....
    You are TC students.
    How come you don't remember the pattern?
    You may have remember the formula, but use it.
    Oh my God! (little bit angry)
I was watching TV at 10 P.M last night.
Come on, another continuous tense.

SS : I will be eating tomorrow.
TX : Ha? Are you sure with your example? Tomorrow?
You have been sitting on your chair since in the morning.
O.K. Give me another example.

SS : I have been studying for an hour.
TX : All right. I have been studying since last month.
How long has she been waiting for the bus?
They will be accompanying us at 7 o’clock tonight.

3. as the adjective
for example: interesting, boring, ... come on. Give me other words

SS : tiring, exhausting, disgusting, exciting, ...
TX : What is the position? The position is complement modifier
Tirto gave me an amazing example.
Everyone likes her shining hair
Was the score of your final exam satisfying?
His cancer is very disappointing. Another!

SS : Is Hany a disgusting boy?
TX : O.K. Good. Yes, I think. (laughing)

4. as noun
Example: Smoking kills softly
Girls like shopping
Are you afraid of seeing ghost?
My grandmother always walks with her walking stick.

SS : Is Hany a disgusting boy?
TX : O.K. Good. Yes, I think. (laughing)

5. as adverb (specially in adv. phrase)

Standing in front of you all, I’d like to present my speech about...
Adv. of phrase
Not wanting to continue his further study, Ja’far decides to get married.
Adv. of phrase

Gerund is the ing-form of verb (speaking, loving, shopping, hiking, killing, etc) that functions/ takes position as the noun
Can all the V-ing be gerund?
No, because the V-ing is also a verb in continuous tenses.

Loving you breaks my heart
Loving you is a big mistake, but the big mistake I love much.

2. Class B (TY)

TY : O.K. You can open your book page 150. We are going to discuss about gerund.
Here are the examples of V-ing.
calling, drinking, studying, smoking, bringing.
All the V-ing can be gerund or verb in continuous tense.
Do not memorize the concept, but you have to use it in your communication.
Gerund is only a word
Gerund is not continuous
Gerund can position in any place

You are studying English.
Studying spends much energy.

Smoking causes the cancer
S = N

Gerund is the solution if you want to make noun
Gerund is different with adjective clause

Functions of gerund
1. As Subject (page 150)
The formula is V-ing + V + Obj.
It is the universal structure of gerund

Singing is the wanted job for young.
S = G
to be (is) is always singular.
Wanted job is not passive. We will discuss is in the next topic.
Post modifier/

2. As object (page 151)
a. Object of Preposition
The formula is Subject + to be + preposition + V-ing
V-ing is object by using preposition
You are used to sleeping in my class
Prep gerund
b. Object of certain verbs (page 154)
Subject + verb + V-ing
Object
I enjoy meeting you
c. Object of complement
The formula is subject + to be + V-ing
My aim is having a house
Example number 1,
Good exercise is swimming. Exercise means latihan or olahraga,
but sport is exercise for the competition. Olahraga yang
dilombakan is sport.

SSs: How about training and practice, sir?
TX: Training melatih to be better, but practice from a concept to the
action.
Example number 2,
The expensive hobby is shopping.
Example number 3,
Something that I want to do right now is going home and sleeping
in my room.
Gerund can be question word, can be negative and interrogative

3. Class C
TZ : Disini saya akan menjelaskan cara menyusun kata dalam bahasa
Inggris. Disini saya tuliskan DODI KURUS TEMTU NAAS BABE
yaitu Determiner, Ordinal, Descriptive, Ukuran (size), Usia (age),
temperature, bentuk(shape), waktu (time), warna (color), asal
(origin), bahan (material), benda (thing).
Okey. Sekarang apa Bahasa Inggrisnya 'Guru Bahasa Inggris'
SSs : English teacher
TZ : Kalo ‘Seorang guru Bahasa Inggris’
SSs : An English teacher
TZ : ‘Seorang pemuda yang tampan’
SSs : A handsome man
TZ : Gimana? Paham? Seorang guru Bahasa Inggris yang tampan
SSs : A handsome English teacher
TZ : Seorang anak laki-laki hitam yang tampan
SSs : A handsome black kid
SS : Sir, kalau susunannya determiner kan banyak, yang didahulukan itu misal ini adalah..oh, ini sebuah buku..this a...
TZ : This is a..kan gitu. Tidak bisa this a..salah.
Tolong itu dihafalkan, dimengerti, dipraktekkan.
OK. Change into passive. Close your book. She takes my pen.
SSs : My pen was taken by her
TZ : my father is calling my mother
(the teacher points to some students to answer orally one by one)
S1 : My mother is being called by my father
S2 : My mother is being called by my father
S3 : My mother being called by my father
TZ : 'Yang jawabannya 'my mother is being called by my father' betul.
Yang tidak, salah. Ayo maju ke depan
(S3 came forward and stands in front of the class)
I don't take your pen
S1 : Your pen isn't taken by me
S2 : My pen isn't took by me
S3 : Your pen isn't taken by me
TZ : Yang jawabannya 'your pen isn't taken by me,' sit down.
(S2 came forward and stands in front of the class)
Is Joko calling me?
S1 : Is Joko called by me
S2 : Is Joko being called by me
S3 : Am I being called by Joko?
TZ : Am I being called by Joko
(S1 and S2 came forward and stands in front of the class)
My friend called your friend
S1 : My friend is called your friend
S2 : My friend was called by me
S3 : My friend is called by me
S4 : Your friend was called by my friend
TZ : Yang jawabnya 'Your friend was called by my friend' is sit down
(S1, S2, S3 came forward and stands in front of the class)
Does your father call me and you?
S1 : Are you and I called by your father
S2 : Are you and me called by your father
S3 : Are you and me called by your father
TZ : Yang jawabannya 'Are you and I called by your father' sit down
(S2, S3 came forward and stands in front of the class)
Anda harus belajar lagi tentang passive voice karena jumat depan materi kita sudah tidak tentang itu. Ini tadi belum ada yang qualified.
Tulis, two rabbits are eating a carrot. Silakan langsung di passive voice kan. Jawabnya adalah 'a carrot is being eaten by two rabbits'. Konsentrasi pada 'a carrot is being eaten by two rabbits'. Sekarang tanyakan a carrot.
SS : What is being eaten by two rabbits?
TZ : Ditanyakan two rabbits.
SS : By what is a carrot being eaten?
TZ : Tanyakan eaten.
SS : What is being done by two rabbits?
TZ : Thank you very much for coming today, prepare tomorrow chapter three.
## RECAPITULATION OF QUESTIONNAIRE RESULTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Strongly Agree &amp; Agree</th>
<th>Not Sure</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar is the most important component in language learning and English classes should allocate plenty of time to teach grammar rules.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2.</td>
<td>Formal instruction helps students to produce grammatically correct language.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3.</td>
<td>Direct instruction in the rules of grammar is crucial if students are to learn to communicate accurately.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>By mastering the rules of grammar, students can capably communicate in English.</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>5.</td>
<td>Mastering the grammar rules of a language does not guarantee the students’ ability neither to produce nor to use the language appropriately.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>6.</td>
<td>My students expect me to teach grammar rules directly.</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>7.</td>
<td>Grammar is best taught explicitly (deductively), teachers should analyze structures, tell students the rules and then let them do related exercises.</td>
<td>75%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>8.</td>
<td>Grammar is best taught implicitly (inductively), students should examine many examples and find out the grammar rules (patterns) themselves.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>9.</td>
<td>Direct explanation of grammar makes my students feel secured and ensure their straightforward grasp of grammar.</td>
<td>75%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>10.</td>
<td>If they know it, teachers should use the learners’ L1 to explain grammar rules.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>11.</td>
<td>Students’ self-discovery of grammatical rules is time-consuming but results in better learning and understanding better learning and understanding.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12.</td>
<td>Grammar teaching should focus on the form and meaning of structures and their use in context.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>13.</td>
<td>Grammar is best taught through work which mainly focuses on communication and shifts to grammatical form if necessary.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14.</td>
<td>Teachers should pre-plan what grammatical feature to cover in the lesson.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>15.</td>
<td>Teachers are advised to employ grammar terminology when teaching grammar.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Principles about error correction and feedback approaches

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>0%</th>
<th>50%</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>Since making errors is a normal part of learning, a teacher’s corrective feedback is a waste of time, as it does not help learners eliminate errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Grammatical correctness is one of the important criteria by which language performance should be judged.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>19.</td>
<td>Students’ spoken grammatical errors should be corrected immediately in order to avoid imperfect learning.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>20.</td>
<td>Students’ spoken grammatical errors should be corrected only when they cause difficulty in communicating the right meaning.</td>
<td>25%</td>
<td>0%</td>
<td>75%</td>
</tr>
<tr>
<td>21.</td>
<td>Students’ written grammatical errors should be corrected immediately in order to avoid imperfect learning.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>22.</td>
<td>Students’ written grammatical errors should be corrected only when they cause difficulty in understanding the meaning.</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>23.</td>
<td>My students dislike being corrected in class.</td>
<td>0%</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>24.</td>
<td>Form-focused correction helps learners to enhance their grammatical performance.</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>25.</td>
<td>Teachers should only underline students’ written grammatical errors.</td>
<td>75%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>26.</td>
<td>Teachers should only annotate students’ written grammatical errors with marking codes.</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>27.</td>
<td>Students themselves should think about the errors they make and find the correct forms by themselves.</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Adapted from Lee Kit (2008, p.81-82)