PRE-SERVICE TEACHERS' BELIEFS ABOUT EFL GRAMMAR LEARNING AND TEACHING: A SURVEY STUDY

A Thesis

Presented to Department of English Language Education as Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English language Education

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ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2020

APPROVAL SHEET

PRE-SERVICE TEACHERS' BELIEFS ABOUT EFL GRAMMAR

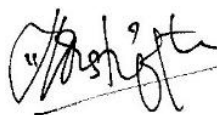**LEARNING AND TEACHING**

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 22 July 2020

The Writer,

Fazhiah Wijayanti

16322046

MOTTO

Do what makes you happy be with who makes you smile

Be strong, smile your problems away, things will get better, there's always a

rainbow behind rain storm.

"If you're afraid to fall, then you're probably going to fall"

-Kobe Bryant

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents Mr. Jo, Mrs. Enung, and My Sister who always support me through their prayers

2. The head of English Language Education Department Irma Windy Astuti, S.S., M.Hum.

3. My beloved thesis supervisors Ista Maharsi, S.S., M.Hum. as my thesis supervisors, who has motivated the writer to finish this thesis. May all your kindness can be a merit for the hereafter.

4. The whole lecturers at English Language Education Department and the staff.

5. My best friends Mega, Muthia, Aji, Aa Afan, Emir, Huda, Niko, Kevin, Revata, Yefta, Ibun, Bobby, Fandy, and Bang Ryan who always support me to finish this thesis.

6. "BEGUG" friends Hesty, Metty, Syindi, and Puti who becomes a friend to joke and becomes a positive friend to the writer.

7. My friends in PBI 2016 that have spent four years together, who have accompanied me during studying in Islamic University of Indonesia and its incredible years to spend my university life with you all.

8. My team "aik aik 84-85" Adi, Lutfi, Alif, Ayu, Bli, Fauzan, Nimas, Ranny, Nida, Popo, Roi, Bang Dipo, and Fadhli who always support me and always comforting me when I am bad mood.

9. My "GENTAN" friends Bagus Afan, Afif, Bang Dimas, Bang Adit, Gilang, Kak Iin, Angel, Annisa, Ratna people who teach me about many things, especially in friendship.

10. My "F.BOY" friends Rizal, Acil, Bang Zaki, Arief Jay, Bang Iyay, Dhio, Chriss, Bang Wahyu, Bang Arie, and Alfat someone who is present in my life, who always supports me, colors my days, comforts me, accompanies me wherever I want while in Jogja, makes my life more meaningful, and teaches me how difficult it is to survive.

11. The whole family of UKM FPSB Basket who upholds "*play hard, play smart, play together!*" Bang Fazi, Bang Verdio, Bang Fajar, Bang Gara, Bang Rangga, Bang Irwan, Bang Irvan, Bang Inal, Bang Aul, Bang Yafi, Bang Bagus, Bang Satrya, Bang Fahmi, Bang Raka, Bang Gusti, Kak Marlina, Kak Yolanda, Kak Dian, Kak Gebi, Kak Enigma, Mba Rahmona, Mba Khairunnisa, Mba Icak, Mba Triska, Mba Kinanti, Mba Marda, Mba Tiwi, Pulung, Tawang, Reza, Najwan, Miqdad, Refo, Wahdi, Tika, Syadza, Fara, Irvan, Afdal, Nugi, Rahma, Rion, Arum, Hesti, Dilla, Asri, Ayu, Budi, dan Aya who have accepted and treated me like family, and waded through stories of both joy and sorrow in the world of FPSB basketball.

12. All those who have helped, motivated and supported the writer to complete the thesis may not be mentioned one by one.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahirobbil'alamin. All good praises belong to Allah Subhanahu wa Ta'ala, who guides and gives the writer strength and patience to finishes this thesis as a partial fulfilment of requirements to obtain the *Sarjana Pendidikan* degree in English Language Education. For this, the writer would thank to:

1. My dearest parents and my sister, also all of my big family who always love, support, and pray for me in any condition.

2. Irma Windy Astuti S.S., M.Hum., as the head of the English Language Education Department.

3. Ista Maharsi, S.S., M.Hum as my thesis supervisor who is beautiful and kind enough to complete this thesis. I will not be able to complete this thesis. Thank you for your support and efforts to guide and give me positive feedback for every obstacle that I have faced.

4. All my lecturers at the English Language Education Department who have guided me during the learning process as a student in English Language Education Department, Islamic University of Indonesia.

5. All those who have helped, motivated and supported the writer to complete the thesis may not be mentioned one by one.

Yogyakarta, 22 July 2020

Fazhiah Wijayanti

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ABSTRACT

Grammar is one of the important components in language learning. Teachers' beliefs in teaching grammar play a significant role in the process of learning. Therefore, this research aims to identify pre-service teachers' beliefs about EFL grammar learning and teaching. This study employed a survey design. There were 60 respondents in this study. The grammar knowledge, grammar learning, grammar teaching, and grammar testing questionnaire was adopted from Aleksandra Wach (2013) consisted of 26 items and used Likert scale points from 1-5 as the main instrument in data retrieval. The statistical significance level was set at .05. The alpha coefficient for the items was .836. To analyze the data SPSS and Microsoft Excel was applied. This study finds that the beliefs about grammar held by study participants were balanced with pre-service teachers, explicit teaching, and pre-service teacher development programs.

Keywords : pre-service teachers' beliefs, EFL context, grammar

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It cover background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and also significance of the study.

1.1. Background of The Study

Teacher beliefs are a prominent field of investigation in teaching English that refers to the assessment system related to the work of teachers in the classroom. The teacher also has beliefs about various topics, relationships, and processes. Teachers' beliefs can also influence their development and work as teachers. Those who are responsible for creating the environment and experience that can facilitate the learning of students are teachers (Borg, 2001). Teachers' beliefs actually determine how they identify goals and develop instructions in their class. However, beliefs are a very powerful influence that can influence the way teachers carry out every aspect of their work. Teacher educators can mediate between theory and practice through reflection to help students shape and rebuild their beliefs. Therefore, it is important to identify pre-service teacher beliefs and make future teachers aware of their own beliefs in education programs (Wach, 2013).

There are several studies that discuss similar topics. Wach (2013) this study investigates teacher beliefs about EFL Grammar Learning and Teaching, presents the role of teachers' beliefs in shaping their attitudes and actual teaching practices, and also grammar teaching techniques. These are the use of English in EFL lessons, the

teaching component, the role of the teacher, the role of the student, the role of the teaching-learning context, and also the role of grammar. Uysal and Yavuz (2014) about the pre-service teachers' understanding of grammar teaching, in this study, show the positive attitude of pre-service teachers to grammar teaching in general and shows a better attitude towards implicit rather than explicit. Vattøy and Smith (2019) presents the relationship between student perceptions of teacher feedback practices with perceptions of students' external goals, self-efficacy, and English as a Foreign Language (EFL) teaching.

As is discussed in the previous section, some researchers explore teacher beliefs about grammar-related problems in different educational contexts. For example, Burgess and Etherington (2002) have conducted research on 48 English for Academic Purposes teachers in British universities and to investigate their beliefs about grammar teaching and also find out where teaching discourse-based grammar is valued by teachers. In addition, Barnard and Scampton (2008) have also conducted a similar study on 32 EAP teachers from 6 universities in New Zealand. The findings of these two studies reveal that teaching grammar has a belief system respondents using explicit instructions. Some other research also explores the relationship between belief and practice. In the study of Basturkmen et al. (2004), Farrell and Lim (2005), and Phipps and Borg (2009) examine the correlation between teacher beliefs expressed about teaching and grammar practices in their classrooms. Several other studies explore the relationship between beliefs and practice.

In terms of practicing teaching that relates to their beliefs about the importance of grammar in the context of the curriculum, some teachers practice it as part of internalized text teaching while others practice it as a stand-alone part among other features of the text. Teachers' beliefs can be influenced by the theoretical component

of their teaching practice. They also learned a lot about the types of teaching methods and also how to teach in class. Teacher confidence is one of the factors that can influence the grammar learning process. Therefore, understanding teacher beliefs are very important to improve teaching practices and also in teacher education programs in general in class (Johnson, 1994 cited in Tsehay, 2017).

Especially in Indonesia where English as a Foreign Language (EFL) and sometimes not spoken every day, English teachers can also use movements, and target languages to help students understand language (Harmer, 2007). Therefore, according to Jusmaya and Afriana (2012), grammar should not only be learned but must also be applied to several linguistic or communicative purposes and must be seen as a basic source for effective communication. Teachers also have an important role in encouraging students' ability to speak English well, they must maintain good relationships with students. All teacher goals, influenced by their beliefs about how they teach in class must be properly managed. EFL students in Indonesia face several problems in developing their speaking performance in classroom practice related to linguistic factors (grammar) and personality factors (beliefs in teachers).

The study of teacher beliefs in the context of grammar teaching has gained popularity among researchers. Teacher beliefs are very different from student beliefs because teacher beliefs can influence student motivation and attitudes. There are several studies on teacher beliefs and grammar teaching. For example, their study by Kalsoom and Akhtar (2013) explored the relationship between practice and teacher beliefs in their classrooms. Teaching and learning in the context of grammar in English classes is the focal point of their studies. It was found that deductive is a widely used grammar teaching method and the teacher also emphasizes the grammar.

Hassan (2013) also explores various English teachers' beliefs about teaching grammar and how to teach their students in a class. This study also studies the correlation between teacher beliefs, grammar teaching, and also actual classroom practice. Investigating reported beliefs and practices in their classrooms shows a number of contradictions between the beliefs reported by teachers and the practices in their classrooms.

Although there are studies that have investigated teacher beliefs and classroom practices in schools in several countries, no specific research has been conducted on the impact of teacher beliefs and practices in grammar teaching in the context of pre-service teachers in Indonesia. Therefore, studies on teacher beliefs that show how teachers apply grammar in their classrooms can be done and teacher beliefs in teaching grammar in communicative language teaching. This research aims to identify pre-service teachers' beliefs about grammar knowledge, grammar learning, and grammar teaching.

1.2. Identification of the Problem

In the identification of the problems, all problems which potentially appear from the contextualized background are identified and elaborated. The problem is awareness of certain grammatical structures, also grammar and interactive lessons have no impact on students learning motivation, consciousness, approach, attitude towards learning, and learning strategies.

1.3. Limitation of the Problem

This is quantitative research. This study was conducted a private university in Yogyakarta. This study wanted to identify grammar teaching and learning and beliefs held by pre-service EFL teachers.

1.4. Formulation of the Problem

This research was conducted to answer questions:

1. What grammar beliefs do pre-service EFL teachers hold about the process of teaching and learning English?

1.5. Objectives of the Study

This study aims to identify EFL teachers' and pre-service teachers' beliefs about grammar knowledge, grammar learning, grammar teaching, and grammar testing in classroom. It also explores the strategies used to deal with any difficulties that may exist during this program.

1.6. Significance of The Study

This research will contribute on theoretical, empirical, and practical ground. In theoretical discussion, this study will introduce the readers to the concept of grammar learning and teaching. Furthermore, on empirical discussion, this study will provide empirical evidence on teaching practice for pre-service teachers. On the practical ground, the study will be useful because the pre-service teacher will know what is grammar learning and teaching strategy used by the students to have a good learning process. Moreover, the university can more effective to provide the learning support if they know the grammar learning and teaching used by the students. The pre-service

teachers can understand their grammar learning and teaching and also to improve

their students' ability to learn grammar.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates literature reviews that used in this study. It covers theoretical review, review of relevant studies, theoretical framework, hypothesis, and definition of key terms.

2.1. EFL Teachers' Belief in Teaching

Teacher beliefs play an important role in the way teachers teach, how they interpret new knowledge about learning and teaching, and also how that knowledge is conveyed into practice in the classroom. Teacher beliefs in practice are very important to show that teacher beliefs are a major problem in knowing whether teachers' beliefs and practices are different or not. The relationship between beliefs and practice in teacher education is fundamental to understanding quality in language teaching and learning (Phipps and Borg, 2009). According to Erkmen (2014) with students' expectations, the teachers also talked about using their native language when teaching grammar.

Teachers have the ability to reflect and apply what they believe in teaching practices in their classrooms. Breen et al. (2001) illustrate the complexity of the relationship between what teachers believe and actual teaching practices in their classrooms. Observation and elicitation procedures are used to explore the relationship between principles and practice.

The benefits of studies on teacher beliefs in Education are; can inform researchers and pre-service teachers about how teachers carry out their teaching in

the classroom, and how they provide appropriate educational programs, teacher beliefs can also help to see the quality of teacher skills and competencies, and will also illustrate how teachers conceptualize in their teaching. Knowledge and practice are very important for understanding teachers' beliefs and principles in carrying out their strategies while teaching (Basturkmen, 2004). In addition, beliefs appear in pre-service actions involved in learning to teach English grammar, personal understanding, and practical applications. Pre-service teachers also use concept to explain what they do as teachers (Borg, 2001).

Learning EFL is not an easy process at all, which involves many problems to be fully understood. Teachers' assumptions about how foreign languages should be learned tend to influence the way they teach. There are many ways in which teachers' beliefs about language learning can affect their effectiveness in class. For example, a pre-service teacher who believes that learning a foreign language, especially in involving vocabulary learning, will spend most of his energy teaching vocabulary (Horwitz, 1988). Some people argue that EFL pre-service teachers must go through a process of 'deconditioning' to free themselves from the prejudice that might otherwise interfere with their language teaching (Holec, 1987: 27).

According to McLean and Bullard (2000: 83) that one branch identifies stages of development from an initial focus on self-presentation as knowledge experts to a focus on facilitating student learning and the other sees the sequence from teaching as providing information to teaching as a form of learning that supports. According to him, it is true that people who hold different conceptual orientations towards teaching and the role of the teacher. Some teachers consider language teaching as a process of sending information to their students in a class, while others consider teachers only as facilitators of language learning in their class. Some research shows that it can cause

difficulties when they are encouraged to do communicative language teaching, and learn as a reminder (Peacock, 2001).

2.2. EFL Pre Service Teachers' Pedagogy

Some teachers take on a new pedagogy to involve them in linking ideology and practice (Borg, 2001). They are involved in exploring and also in making decisions about diverse teaching practices. They are also involved in various approaches to teaching grammar. According to Wach (2013), teaching and pedagogy are not the same. Teaching is practical and observable action. Pedagogy is to provide an act of teaching together with values, goals, ideas, assumptions, theories, and beliefs that inform and also try to justify them.

Conceptualized pedagogy by creating space for teachers to consider their teaching options carefully and also combine various teaching methods (Wach, 2013). teachers must engage in reflective thinking about learning and also contextualize their practice in the classroom and how they can be involved with what is expected by the teacher. The need for professional development becomes an open and communicative space where teachers can negotiate their own understanding of the essence of a pedagogical approach.

The concept of responsive pedagogy draws great attention to judgments that have been embedded in pedagogy and also explicitly focuses on the complex relationship between students' internal feedback and external feedback given by others (Smith, 2016). Responsive pedagogy requires pedagogical care and policy. Students also have many opportunities to take an active role in feedback dialog, because feedback has been considered collaborative through interaction between students, peers, teachers, and also the material.

Practice teacher feedback about their beliefs about student learning in class. The role beliefs in the interaction of students and teachers are relevant because they determine the extent to which students can also provide feedback to the teacher. The teacher can enable attracting the attention of students to learn in class (Smith, 2016). Teacher objectives are very diverse, pedagogy must also be seen as diverse, and involve many flexible approaches in a principled way to connect the teacher, the context, and also students.

Pedagogical strategies and teacher attitudes to support or prevent certain student behavior, directly and indirectly, can influence student development outcomes. Teachers need to understand the complexity of each student's development to make pedagogical decisions given students' needs and to support different social, emotional, and cognitive developmental pathways. Pre-service teacher attitudes and pedagogical strategies towards students with different temperament-based behaviors (Andrews, 2003).

Interactions can be conceptualized as pedagogical responses or strategies implemented by the teacher to facilitate the acquisition of outcomes that students like. The pedagogical strategy of the teacher illustrated through the literature by the serving teacher. We hope that pre-service teachers will be more likely to use high-strength strategies for enthusiastic students (Coplan et al., 2011).

2.3. EFL Grammar Teaching and Learning

Grammar is an instrument to form meaningful sentences. An integral part of English Language Teaching (ELT) is teaching grammar. The role of grammar integrated into foreign language classes is at the core of the context of EFL and ESL learning and teaching. Teaching English grammar is very important that students

must have the opportunity to use language in real interactions with competent speakers (Borg, 2001).

The students certainly expect their teachers to be skilled in grammar and if not, maybe as a teacher they will lack confidence in the class and will lose the beliefs of their students. Grammar for English Language Teachers can provide invaluable support for teachers in training and of course, they have more experience. In addition to explaining and illustrating grammar clearly, it can also examine the difficulties often faced and experienced by students, providing assistance and advice in planning lessons (Wach, 2013).

Teacher effectiveness depends on the conceptualization of all the elements engaged in teaching. Although beliefs also influence their teaching practices. Some teachers guide their decisions and actions in the same way as they have been taught because they tend to follow the rules and routines that are similar to their learning experiences. The form of grammar teaching depends on several contextual factors and is also related to the teacher, namely the teacher's beliefs about learning and teaching grammar (Brown, 2009).

In the teaching of grammar the effectiveness and relevance of applying a focus-on-forms or focus-on-form approach, the first is based on a more traditional, sequential, and systematic coverage of isolated grammatical structures. While the latter refers to pedagogical efforts used to attract students' attention to form either implicitly or explicitly, in a meaning-based approach to teaching second languages that focus on language is provided in a spontaneous or predetermined way. In addition, the focus-on-form seems to be more in line with the communicative

paradigm, which refers to students in ELT (Nassaji and Fotos, 2011), who has a place in contemporary teaching in the classroom.

According to Nassaji and Fotos (2011) approach in focus-on-form, teachers must also have some number of pedagogical choices. Some focused and predetermined tasks are used to obtain a given structure, in which various forms of language are produced and seen by students through incidental, unfocused communicative tasks. In addition, focus-on-form can also be very reactive, which is manifested primarily as a reaction to mistakes, even when focusing on a given structure no mistakes occur.

Focus-on-forms must be implicit or explicit (Nassaji and Fotos, 2011), there are many studies that have shown some effects of implicit or explicit instruction (Ellis, 2009). Introducing students to grammar rules and metalinguistic explanations provides examples of explicit teaching (Ellis, 2006). According to Nassaji and Fotos (2011), the benefits and providing implicit examples, through increased awareness, and explicitly focused grammar assignments, can cover all teaching and also to create grammatical structures.

The effectiveness of the task of finding focus-on-forms in increasing students' language awareness. According to Nassaji and Fotos (2004), Second Language Acquisition (SLA) research shows that some students need the opportunity to fulfill and produce target structures through a combination of implicit and explicit grammar practice assignments. Explicit and implicit approaches should not be used as contradictory teaching methods. Development of communication and teaching of grammar and needs to be integrated.

According to Nassaji and Fotos (2004), the grammar must stimulate interaction feedback through modification strategies, because this is very interesting for

students' attention to the form of grammar through communicative practice. Thus, meaning relationships might not be made (Batstone and Ellis, 2009).

Integration and focus-on-forms grammar practices are also manifested in the current view of task-based instruction. When students perform communicative tasks, they make speeches that are relevant to the context of the message's focus-on-form (Willis, 2007). In addition, another pedagogical proposal that also aims to direct students' attention to the meaning of speech is a teaching process, where students process input for meaning and form to understand messages.

Extensively, teaching is recognized as cognitive activity and belief is an important concept in understanding teacher thinking processes and instructional decisions in the classroom. According to Wach (2013), pedagogy has a good relationship with work that exists about teacher cognition. In the context of the language teacher, teacher cognition knows about what the teacher knows, thinks, and beliefs and also relates to what is done.

According to Borg (2015), there are three parts in teaching grammar and teacher cognition, namely teachers' declarative knowledge about grammar, their grammar knowledge conveyed through their grammar teaching practices, and their beliefs about grammar. Teacher cognition refers to the beliefs, knowledge, perceptions, and attitudes of the teacher, and of course how this can be reflected in classroom practice. Teaching and application of the sentence-based grammar, which focuses on grammar as the use of grammar. Teaching grammar, teaches several aspects of English that are influenced by many factors, which are related to students, and also related to the teacher (for example experience, beliefs, and knowledge base).

According to Borg (2013) in his research, language teachers have paid a lot of effort to study pre-service teacher cognition. Knowledge related to grammar is also on average responsible for student performance in producing language in their classrooms. It can also affect the field of language teaching and learning, and thus can facilitate student understanding. In addition, according to Batstone & Ellis (2009), good grammar knowledge must certainly ensure accuracy and skills in language, related to grammar which has an important element in language teaching and also language learning. Teacher cognition includes inquiry into teacher pedagogical beliefs about language teaching and learning, which is interpreted through the teacher's practice in the actual classroom which is more effective. Grammar teaching requires a new scene that shows that it is not a set of rules without applying it to meaningful interactions.

Learning grammar through explicit instructions can not only defeat the natural process of obtaining grammar through understandable input. In contrast to what is learned, grammar will enable students to apply it intuitively in actual performance without paying attention to forms consciously (Gorjian, Pazhakh & Parang, 2012). Grammar can be obtained by students through input that can be easily understood. According to Fotos and Ellis (1991), the method of increasing awareness produces a significant advantage in understanding the target structure. And conduct experimental research to investigate the number of students produced by two types of grammar and interactive lessons, the task of solving grammar problems.

Corrective feedback is considered as a very important strategy for developing language learning skills in foreign or second languages, funding implicit and explicit corrective feedback on the grammar accuracy of EFL students, and relating to their awareness of certain grammatical structures in English (present and past). There are

two different methods for error correction (implicit and explicit) related to the accuracy of students in a particular English structure. According to Lightbown and Spada (1990), the influence of feedback and focus-on-form instruction in intensive second language acquisition, which aims to examine the relationship between instruction, interaction, and acquisition.

The effectiveness of teaching that focuses on the acquisition of targets that have both positive and negative evidence of the language structure of students can be concluded that explicit evidence is more useful in helping students to obtain the actual structure of the target language itself (White 1994).

2.4. Theoretical Framework

Beliefs are an interpretation of a simple experience that is inferred from what someone says or does, which phrases can begin with. Beliefs depend on teacher experience. Beliefs are also an intermediary between knowledge and action. According to Wach (2013), teachers' beliefs actually determine how they identify goals and develop instructions in their class. However, beliefs are a very powerful influence that can influence the way teachers carry out every aspect of their work.

The role of grammar integrated into foreign language classes is at the core of the context of EFL and ESL learning and teaching. Teaching English grammar is very important that students must have the opportunity to use language in real interactions with competent speakers (Borg, 2001). Grammar skills and knowledge are other hallmarks of skilled EFL teachers. Richard and Lockhart (1996) teaching EFL or ESL teachers who are influenced by beliefs usually involve the following aspects: beliefs about learning and teaching, beliefs about English programs and curricula, and beliefs about language teaching as a profession.

Wach (2013) he made a number of questionnaires on grammar knowledge, 26 items with a 1-5 Likert scale (strongly disagree, disagree, no opinion, agree, and strongly agree) as well. Furthermore, this research will identify the pre-service EFL teachers who majored in English education in a private university in Yogyakarta.

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┌─────────────────────────────────────────────────────────────┐
│                                                             │
│   Four aspects of EFL Pre-service teachers' beliefs about grammar │
│                      Wach, A (2013)                         │
│                                                             │
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Grammar Knowledge	Learning Grammar	Teaching Grammar	Testing Grammar

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┌─────────────────────────────────────────────────────────────┐
│                      Borg (2001)                            │
│   Grammar is at the core of the context of EFL and ESL Learning │
│                     and Teaching.                           │
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│            and Teaching: A Survey Study                      │
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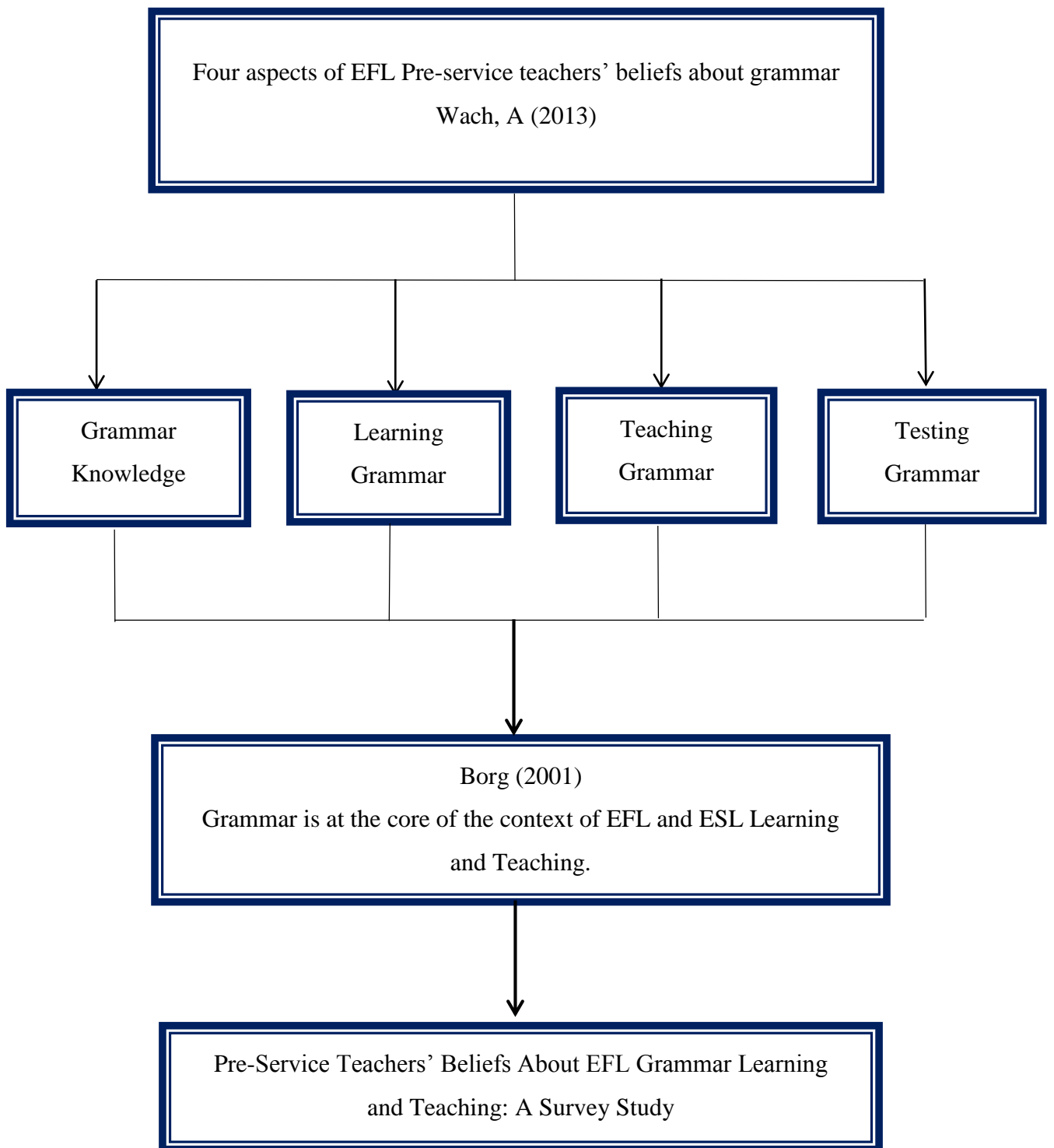
CHAPTER III

RESEARCH METHOD

This chapter presents the method which is used for collecting data in this survey research. This chapter will discuss about the research design including research method and design, population and sample, data collection technique, and data analysis techniques.

3.1. Research Design

This research aims to identify pre-service teachers' beliefs about EFL grammar learning and teaching. Specifically aim of this research uses a survey to collect data or information because the principal aim of this research is to identify students' grammar knowledge. According to Creswell (2014), the survey study begins with a discussion of objectives, population identification and sample, survey instruments to be used, the relationship between variables, research questions, specific items on the survey, and steps to be taken in the analysis and interpretation of data from the survey.

This research used a survey research method with questionnaires as instruments. Meanwhile, data on beliefs about EFL grammar undergraduate students analyzed by using SPSS 25 (Statistical Package for Social Sciences) and Microsoft Excel.

3.2. Population and Sample

The target population of this study is pre-service teachers in grammar teaching classes who have conducted Field Practice Programs (PPL) academic year 2019/2020. The population consists of 60 pre-service teachers.

3.2.1. Population

According to Arikunto (2010) population is the whole subject of research. The population is a collection of individuals whose quality and characteristics have been predetermined. This study was conducted in the English language education department at a private university. The data includes 60 students batch 2016 in PPL 2019.

3.2.2. Sample

According to Sugiyono (2012) sample is part of the number and characteristics possessed by the population. If the population is large, and researchers are not possible for all that exists in the population, because of funds, energy, and time, then researchers use samples taken from that population. The conclusion from sampling the results will be generalized as valid for the population. The samples taken from the population must be representative (represent). The research will take samples of English language education department students in batch 2016.

There are three levels of trust in sampling (90 percent, 95 percent, and 99 percent) and three confidence intervals (5 percent, 4 percent, and 3 percent). We can also see population sizes that can be increased because populations reduce the rate of population increase. The higher the confidence level, the larger the sample, and also the lower the confidence interval, the higher the sample. The conventional sampling

strategy will use a 95 percent confidence level and a 3 percent confidence interval (Cohen, Manion, and Morrison, 2007). The numbers of samples in this study were 60 participants.

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	683	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

Figure 1. Confidence of Margin Errors

3.3. Data Collecting Techniques

This sub chapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1. Instrument

According to Sugiyono (2013), a research instrument is a tool used to measure the value of the studied variables with the aim of producing accurate quantitative data, so each instrument must have a scale. Likert scale is used to measure attitudes,

opinions, and perceptions of a person or group of people about social phenomena. This section will explain how the techniques used in collecting data respondents. This study uses an online questionnaire. The use of online questionnaire media because it aims to easier the respondent in filling out a given questionnaire. An online questionnaire with Google form in online media. The questionnaire is Grammar Knowledge, Learning Grammar, Teaching Grammar, and Testing Grammar Questionnaire by Aleksandra Wach (2013).

The questionnaire was used to assess pre-service teachers EFL grammar learning and teaching. There were 26 items divided into 4 main headings, namely grammar/grammar knowledge (GK), learning grammar (LG), teaching grammar (TcG), and finally, testing grammar (TsG). Specifically, the questions were about students' feelings in a classroom context. In questionnaire, GK (items 1-4), LG which was divided into two categories namely affective evaluations and effects of explicit or implicit instruction on learning (items 5-12), TcG divided into affective evaluations and preference for traditional or communicative instruction (items 13-23), and TsG (items 24-26).

Table 3.1 Questionnaire Items:

	Statement	Strongly Disagree	Disagree	Hard to Say	Agree	Strongly Agree
1.	Communication in L2 is impossible without good knowledge of grammar					
2.	English grammar is easy					
3.	Good knowledge of Indonesian grammar helps in learning English grammar					

4.	Knowing grammar is more important than knowing vocabulary					
5.	Learners want to learn grammar					
6.	Learning grammar is difficult					
7.	Learners like it when the teacher provides and explains grammar rules					
8.	Learners don't need to know grammar rules					
9.	Learners need to discover grammar rules for themselves					
10.	Learners need to get clear grammatical rules from the teacher					
11.	Learning grammar needs to contain an element of learning by heart					
12.	One needs to know grammatical terminology in order to learn English grammar well					
13.	Teaching grammar is boring					
14.	Teaching grammar is a waste of time					
15.	Teaching grammar is difficult					
16.	Teaching grammar is the most important aspect of teaching English					
17.	All grammar points from the coursebook should be covered					
18.	Grammar needs to be taught in Indonesia					

19.	Communicative context is important in teaching grammar					
20.	It's better to teach grammar using examples of sentences, not texts					
21.	Pairwork and group work are very helpful in teaching grammar					
22.	Translation is an important grammar teaching technique					
23.	The teacher should correct all grammar mistakes					
24.	The teacher should give grammar tests regularly					
25.	Communicative tasks are useful in testing grammar					
26.	If a learner gets good grades in grammar tests, he/she is a good learner of English					

3.3.2. Validity

According to Sugiyono (2008) validity is a measure that shows validity or the validity of an instrument. So testing the validity it refers to as far as where an instrument in performing functions. The instrument is said to be valid if the instrument can be used to measure what it wants to measure. Content validity is a technique in determining the level of validity that is referring to the truth of the instrument in theory. The data obtained in the study were compared using the Mann-Whitney U-test. The statistical significance level was set at .05. Based on the results

of the calculation of the validity of the questionnaire that consists 26 items are as follows:

Table 3.2 Validity test

Items	Pearson Correlation	R-Table (N=55)	Criteria
GK-1	**0,460**	0,254	**VALID**
GK-2	**0,424**	0,254	**VALID**
GK-3	**0,369**	0,254	**VALID**
GK-4	**0,627**	0,254	**VALID**
LG-5	**0,505**	0,254	**VALID**
LG-6	**0,185**	0,254	TIDAK VALID
LG-7	**0,507**	0,254	**VALID**
LG-8	**0,331**	0,254	**VALID**
LG-9	**0,466**	0,254	**VALID**
LG-10	**0,443**	0,254	**VALID**
LG-11	**0,469**	0,254	**VALID**
LG-12	**0,596**	0,254	**VALID**
TcG-13	**0,259**	0,254	**VALID**
TcG-14	**0,358**	0,254	**VALID**
TcG-15	**0,229**	0,254	TIDAK VALID
TcG-16	**0,489**	0,254	**VALID**
TcG-17	**0,555**	0,254	**VALID**
TcG-18	**0,416**	0,254	**VALID**
TcG-19	**0,472**	0,254	**VALID**

TcG-20	**0,267**	0,254	**VALID**
TcG-21	**0,484**	0,254	**VALID**
TcG-22	**0,547**	0,254	**VALID**
TcG-23	**0,633**	0,254	**VALID**
TsG-24	**0,530**	0,254	**VALID**
TsG-25	**0,427**	0,254	**VALID**
TsG-26	**1**	0,254	**VALID**

That valid decision is based by the value calculated (Pearson Correlation) > R-table of 0,254 (N =60). Furthermore, based on the result validity before, the number of validity from this questionnaire are 24 item.

3.3.3. Reliability

The reliability of a measuring instrument is the determination of the stability of a tool in measuring what it measures. In a sense, whenever the measuring instrument used will provide the same measurement. In order to evaluate the internal reliability of the tool, Cronbach's Alpha was calculated. The alpha coefficient for the items was .836, suggesting that the items had high internal consistency.

Meanwhile, the reliability test was done using the Cronbach alpha coefficient. Based on the SPSS 25 output below, the Cronbach alpha value is 0.836 of the total 26 items. This indicates that all questionnaire items are excellent reliable.

Table 3.3 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.836	26

3.4. Data Analysis Techniques

The questionnaire used in this study took 26 items by Wach (2013).

Step of data analysis in this research refers to Wach (2013); the researcher took same appropriate steps with this study:

1. Reviewed the literature about grammar knowledge.

2. Wach (2013) questionnaire were chosen as the instrument.

3. Checked one by one item in the questionnaire to make sure that it was easy to understand the meaning.

4. Distributed 26 items questionnaire to 60 pre-service teachers at Department of English Language Education, batch 2016.

5. Analyzed and discussed the data based on categories.

6. Made some table in order to present statistical data. While, the detail description of the data will be explain in discussion section.

7. Used Microsoft Excel and SPSS 25 to analyze the data from the questionnaires into statistical package to find Standard Deviation and Mean.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaire to identify the beliefs about EFL grammar in Department of English who took PPL year 2019/2020 at a private university.

4.1. Findings

The questionnaire consists of participants' personal information and the factors of EFL pre-service teachers beliefs about grammar learning and teaching. The data results of participants' personal information as followed:
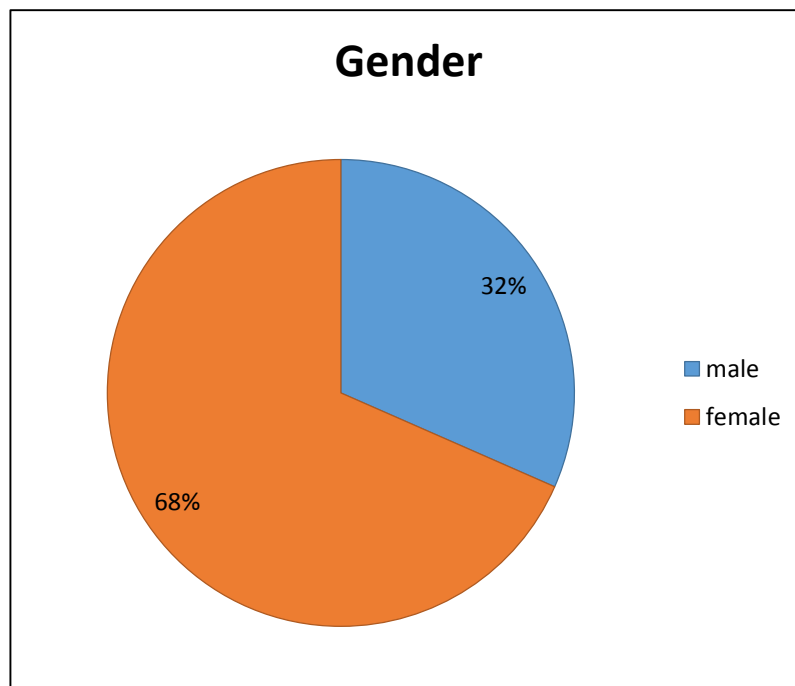
Figure 4.1 Chart of Participants' Gender

Total participants were 60 students who completed the questionnaire. From the Figure 4.1, the data result, participants male with 19 participants or 32% from the

total of participants and dominated by female with 41 participants or 68% from the total participants.

Based on the result validity and reliability before, the number of validity from this questionnaire are 24 item. So the researcher examined the new data which are valid and the result are:

Items	Pearson Correlation	R-Table (N=55)	Criteria
GK-1	**0,460**	0,254	**VALID**
GK-2	**0,424**	0,254	**VALID**
GK-3	**0,369**	0,254	**VALID**
GK-4	**0,627**	0,254	**VALID**
LG-5	**0,505**	0,254	**VALID**
LG-7	**0,507**	0,254	**VALID**
LG-8	**0,331**	0,254	**VALID**
LG-9	**0,466**	0,254	**VALID**
LG-10	**0,443**	0,254	**VALID**
LG-11	**0,469**	0,254	**VALID**
LG-12	**0,596**	0,254	**VALID**
TcG-13	**0,259**	0,254	**VALID**
TcG-14	**0,358**	0,254	**VALID**
TcG-16	**0,489**	0,254	**VALID**
TcG-17	**0,555**	0,254	**VALID**
TcG-18	**0,416**	0,254	**VALID**
TcG-19	**0,472**	0,254	**VALID**

TcG-20	**0,267**	0,254	**VALID**
TcG-21	**0,484**	0,254	**VALID**
TcG-22	**0,547**	0,254	**VALID**
TcG-23	**0,633**	0,254	**VALID**
TsG-24	**0,530**	0,254	**VALID**
TsG-25	**0,427**	0,254	**VALID**
TsG-26	**1**	0,254	**VALID**

In order to answer the research question, descriptive statistics are carried out from a questionnaire that has been grouped into four parts namely grammar or grammar knowledge, grammar learning (which is divided into two aspects: affective evaluation and explicit or implicit learning effects on learning), grammar teaching (divided into affective evaluation and preference for traditional or communicative instruction), and finally, grammar testing. Figure 4.4, 4.5, 4.6, 4.7, 4.8, and 4.9 present statistical data regarding of participants and Table in the Appendix presents the frequencies of responses given to all items.
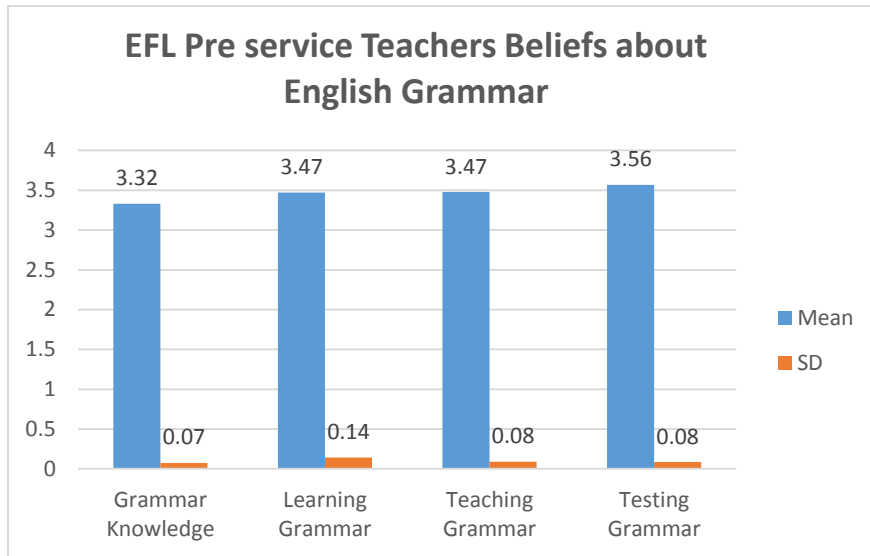
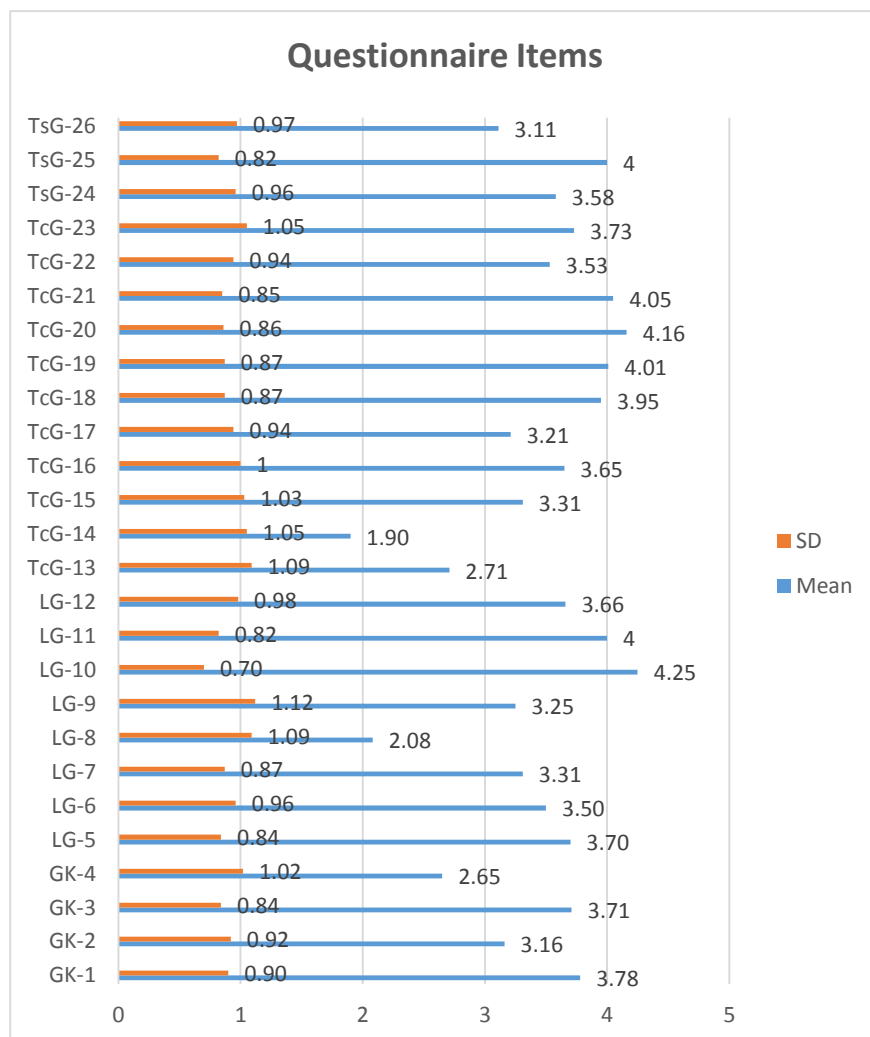*Figure 4.2 EFL Pre Service Teachers Beliefs about English Grammar*

Figure 4.3 Result of Each Item

According the data above from 60 participants, the result shows the most affecting in the process of beliefs about English grammar teaching and learning were found in item LG-10 (*Peserta didik perlu mendapatkan aturan tata bahasa yang jelas dari guru*) with mean (M=4.25) and standard deviation (SD= 0.70). Meanwhile, the least influence is found on the item TcG-14 (*Mengajar tata bahasa adalah membuang-buang waktu*) with mean (M= 1.90) and standard deviation (SD= 1.05).
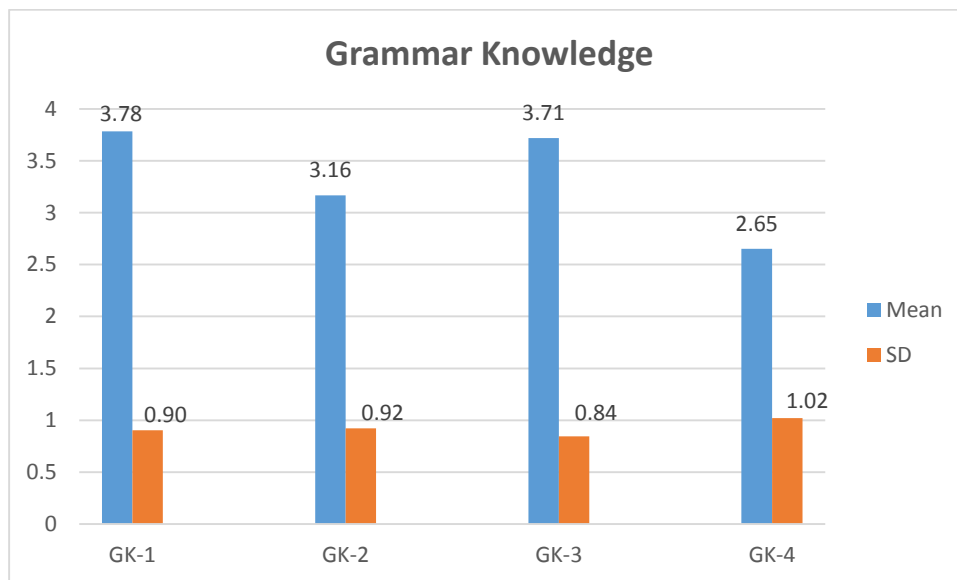
Figure 4.4 The results of statements connected with Grammar Knowledge

4.1.1. Grammar/Knowing Grammar

Based on the figure above, four items in the questionnaire were related to the participants' opinions about grammar knowledge, and its important in communication. The median and frequency of responses (figure 4.4) show that pre-service regards good grammar knowledge as inseparable in L2 communication and is not more important than knowing vocabulary. Pre-service marks the "I have no opinion" option on statements about whether English grammar is easy. As fashion

values indicate, English grammar is considered easier by more pre-services and more assumes good knowledge in learning L2 grammar.

4.1.2. Learning Grammar

Learning grammar includes eight items, which will be divided into two part and analyzed below.

4.1.2.1. Affective Evaluations

Figure 4.5 presents statistical data for statements through the respondents indicated their evaluative and affective opinions concerning grammar learning. As indicated by the value of mode, pre-service marks the "I have no opinion" option on the statement about whether students want to learn grammar, and they agree with the statement that 'learning grammar is difficult'. In addition, they seem to agree with the statement that students like to have the grammar rules explained by the teacher.
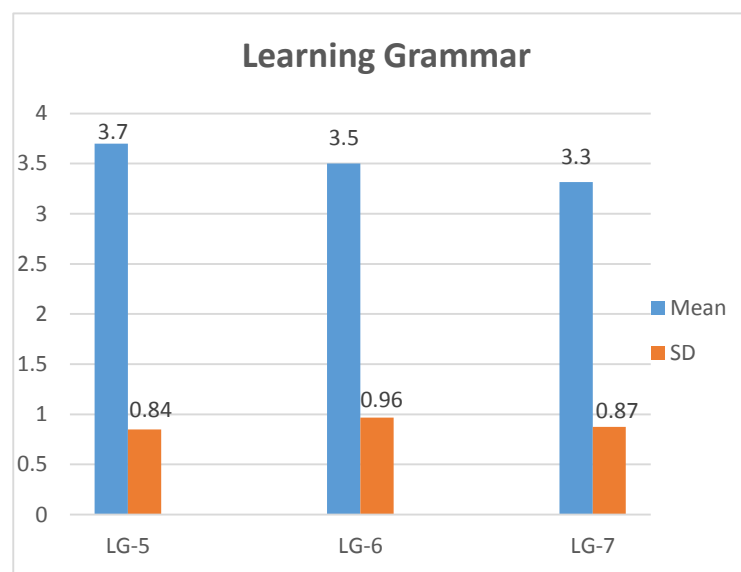

Figure 4.5 Chart Learning Grammar (Affective Evaluations)

4.1.2.2. The Effectiveness of Explicit or Implicit Instruction

The five items analyzed in Figure 4.6 are connected with beliefs about the effectiveness of receiving either explicit or implicit grammar instruction. Therefore, issues concerning the role of explicit rules in learning are explored here. It can be seen from Figure 4.6 that pre-service disagreed with the statement 'that learners don't need to know grammar rules'. The answer to the statement that 'learning grammar needs to contain an element of learning by heart' is "I agree".
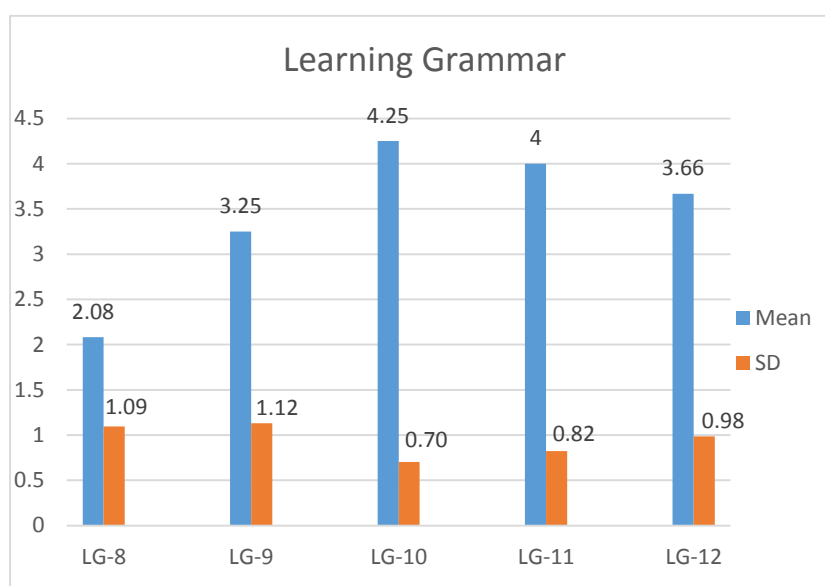
Figure 4.6 Chart of Learning Grammar (The Effectiveness of Explicit/Implicit Instruction)

4.1.3. Teaching Grammar

The categories of teaching grammar, includes 11 items, divided into two parts.

4.1.3.1. Affecting Evaluations

Associated with four items discussing evaluative, emotional responses from participants about the importance, attractiveness, and difficulty of teaching grammar (Figure 4.7). The data in Figure 4.7 imply that pre-service teachers disagreed with the statement that teaching grammar is boring or that it is a waste of time. The values indicate that the most marked answers were "I disagree" or "I strongly disagree".
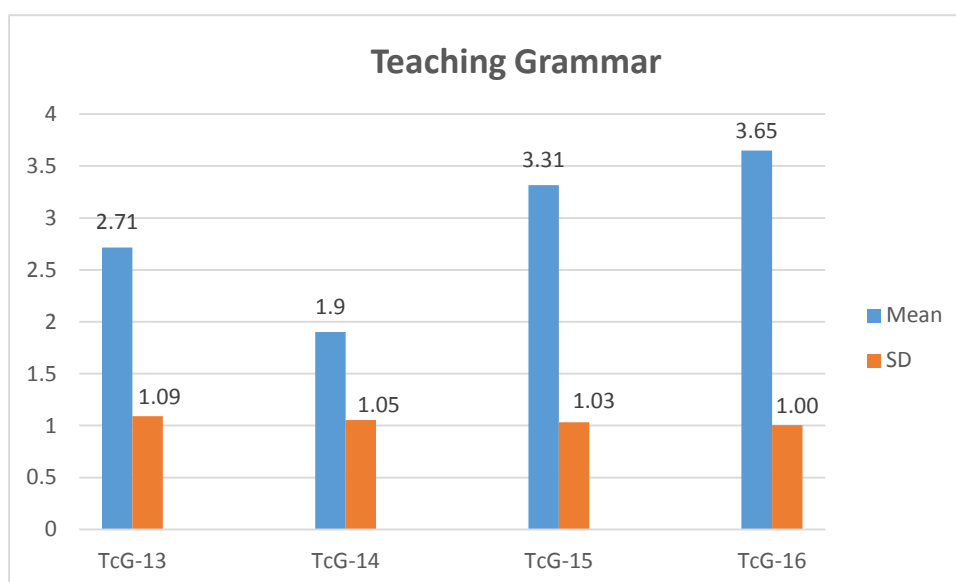
Figure 4.7 Chart of Teaching Grammar (Affective Evaluations)

Based on the chart above, the result for Teaching Grammar: the affecting in the process of beliefs about English grammar teaching and learning were found in an item TcG-16 (*Pengajaran tata bahasa adalah aspek terpenting dalam mengajar bahasa Inggris*) with mean (M=3.65) and standard deviation (SD=1.00), and TcG-15 (*Mengajar tata bahasa itu sulit*) with mean (M= 3.31) and standard deviation (SD=1.03). Meanwhile, the least affecting in the process of beliefs about English grammar teaching and learning were found in item number TcG-14 (*Mengajar tata bahasa adalah membuang-buang waktu*) with mean (M= 1.90) and standard deviation (SD= 1.05).

4.1.3.2. Preference for Traditional or Communicative Teaching of Grammar

Grammar teaching consists of seven items that give rise to respondents' beliefs that raise issues that are labeled as "traditional" or "communicative" grammar teaching, although the researcher acknowledges that such differences are somewhat vague in contemporary approaches to teaching grammar. Responses to issues with problems such as systematic coverage of all grammatical structures in L1 explanations, the communicative context of grammar teaching, and error correction, will be presented in this subsection (Figure 4.8).
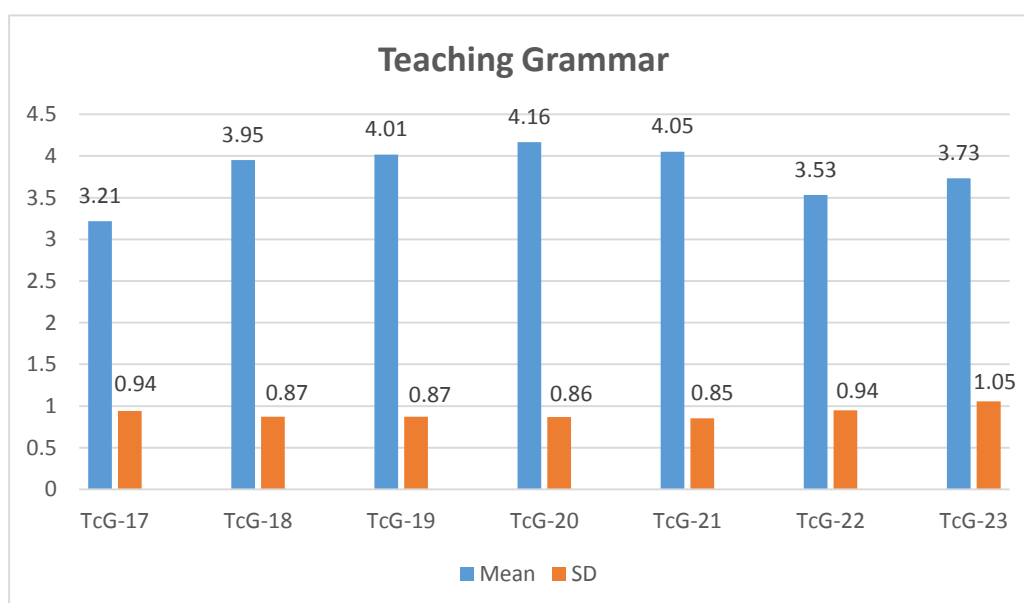
Figure 4.8 Chart of Preference for Traditional or Communicative Teaching of Grammar

Based on the chart above, the result for Preference for Traditional or Communicative of Teaching Grammar: the most influential response was found in item TcG-20 (*Lebih baik mengajarkan tata bahasa dengan menggunakan contoh-contoh kalimat, bukan teks*) with mean (M= 4.16) and standard deviation (SD=0.86), and TcG-21 (*Kerja berpasangan dan kerja kelompok sangat membantu dalam*

pengajaran tata bahasa) with mean (M=4.05) and standard deviation (SD=0.85). Meanwhile the least affecting in the process of beliefs about English grammar teaching and learning were found in item number TcG-17 (*Semua poin tata bahasa dari buku pelajaran harus dibahas*) with mean (M=3.21) and standard deviation (SD= 0.94).

4.1.4. Testing Grammar

The last items is related to grammar testing. Three statements are included in this field (Figure 4.9). As Figure 4.9 shows, some of the respondents agreed that the teacher should test the students' grammar.

Figure 4.9 Chart of Testing Grammar

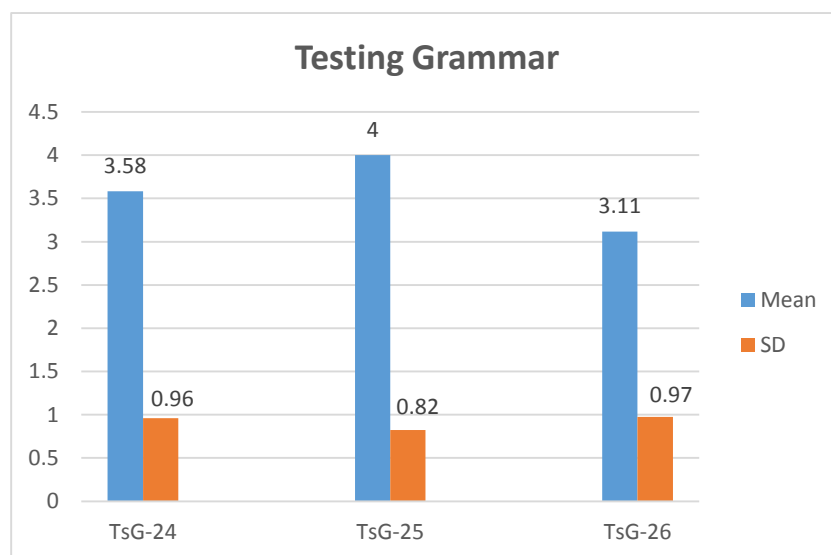Based on the chart above, the result of Testing Grammar : the most affecting in the process of beliefs about English grammar teaching and learning were found in item TsG-25 (*Tugas komunikatif berguna dalam menguji tata bahasa*) with mean (M=4) and standard deviation (SD=0.82), and TsG-24 (*Guru harus memberikan tes tata bahasa secara teratur*) with mean (M= 3.58) and standard deviation (SD=0.96).

Meanwhile the least affecting in the process of beliefs about English grammar teaching and learning were found in item number TsG-26 (*Jika seorang pelajar mendapat nilai bagus dalam tes tata bahasa, dia adalah pelajar bahasa Inggris yang baik*) with mean (M=3.11) and standard deviation (SD=0.97).

Table 4.1 The number of study participants' responses provided to particular statements in the questionnaire :

	Statement	Strongly Disagree	Disagree	Hard to Say	Agree	Strongly Agree
1.	Komunikasi dalam Bahasa Asing (bahasa Inggris) tidak mungkin tanpa pengetahuan tata bahasa yang baik	1	3	17	26	13
2.	Tata bahasa Inggris itu mudah	-	15	26	13	6
3.	Pengetahuan yang baik tentang tata bahasa Indonesia membantu dalam mempelajari tata bahasa Inggris	-	4	20	25	11
4.	Mengetahui tata bahasa lebih penting daripada mengetahui kosakata	7	21	21	8	3
5.	Peserta didik ingin belajar tata bahasa	-	5	18	27	10
6.	Belajar tata bahasa itu sulit	3	4	20	26	7
7.	Peserta didik menyukainya ketika guru memberikan dan menjelaskan aturan tata bahasa	1	8	27	19	5
8.	Pelajar tidak perlu mengetahui aturan tata bahasa	23	18	11	7	1
9.	Peserta didik perlu menemukan aturan tata bahasa untuk diri mereka sendiri	6	7	20	20	7
10	Peserta didik perlu mendapatkan aturan tata	-	-	9	27	24

	bahasa yang jelas dari guru					
11	Belajar tata bahasa perlu mengandung unsur pembelajaran dengan hati	1	1	11	31	16
12	Orang perlu tahu terminologi tata bahasa untuk belajar tata bahasa Inggris dengan baik	2	3	21	21	13
13	Mengajar tata bahasa itu membosankan	8	19	18	12	3
14	Mengajar tata bahasa adalah membuang-buang waktu	27	20	6	6	1
15	Mengajar tata bahasa itu sulit	5	4	24	21	6
16	Pengajaran tata bahasa adalah aspek terpenting dalam mengajar bahasa Inggris	-	9	17	20	14
17	Semua poin tata bahasa dari buku pelajaran harus dibahas	3	9	23	22	3
18	Tata bahasa perlu diajarkan di Indonesia	-	3	15	24	18
19	Konteks komunikatif penting dalam pengajaran tata bahasa	-	3	13	24	20
20	Lebih baik mengajarkan tata bahasa dengan menggunakan contoh-contoh kalimat, bukan teks	-	3	9	23	25
21	Kerja berpasangan dan kerja kelompok sangat membantu dalam pengajaran tata bahasa	-	2	14	23	21
22	Penerjemahan adalah teknik pengajaran tata bahasa yang penting	2	3	26	19	10
23	Guru harus memperbaiki semua kesalahan tata bahasa	-	11	10	23	16
24	Guru harus memberikan tes tata bahasa secara teratur	1	7	28	24	10
25	Tugas komunikatif berguna dalam menguji tata bahasa	-	3	11	29	17

26	Jika seorang pelajar mendapat nilai bagus dalam tes tata bahasa, dia adalah pelajar bahasa Inggris yang baik	5	7	27	18	3

4.2. Discussion

In the present study, four aspects: grammar knowledge, grammar learning (which is divided into two aspects: affective evaluations and effects of explicit or implicit instruction learning), grammar teaching (divided into affective evaluations and preference for traditional or communicative instruction), and the last, grammar testing. The result of this study is similar to the result from Wach (2013), it was designed to find out the beliefs EFL teachers and teacher trainees about grammar, grammar learning, and grammar teaching. The result showed that grammar knowledge is considered important, although that is not the mains aspect of L2 competence. It is not considered to be indispensable for effective communication, for example, vocabulary knowledge. That is not considered boring, is evaluated as somewhat pleasant. Also that is not considered to be the most important aspect of teaching, although it is irrelevant, and is clearly not a waste of time. In addition, the participants agreed that grammar is a difficult field to study.

Pre-service teachers' emphasize that knowledge of grammar rules is very helpful in learning. This can be interpreted as a sign of their belief that students also need to have explicit knowledge of the language system to improve their competence in classroom. As a result, the effectiveness and role of explicit instruction are emphasized in several statements. The participants agreed with the role of the teacher to give and explain the rules, and inductive teaching did not seem to be appreciated.

Moreover, they also agree that translation is an adequate grammatical practice activity and therefore grammar learning needs to be studied more deeply, at least at a certain degree, namely rote learning, which can lead to preferences for learning rules and structurally explicit learning paradigms.

This response can show that the participants supported the existence of traditional teaching, largely apart from the communicative approach, which focus-on-forms of teaching grammar. On the other hand, as other items show, the response is balanced between a communicative approach and more traditional. For example, the participants do not like doing grammar in L1 (it can be assumed that giving grammar instructions in L2 provides more opportunities for meaningful interactions in L2), and also they seem to greatly appreciate the need to instill grammar teaching in context. However, the participants agreed with the teaching of grammar through discourse, because using sentence examples is more valued than text. In addition, according to the participants that not all grammar points from textbooks need to be discussed systematically, which can also be interpreted as their willingness to adjust grammar instructions to the needs of students who are communicative in class. They also decided that some grammatical errors needed to be corrected during class activities, because they were ready to focus on the communicative value of the students' utterances.

There are some differences, but this may not be consistent enough to be interpreted as regularity in beliefs about grammatical issues. One difference is that pre-service teachers feel that teaching grammar is more difficult. Some responses do show that pre-service teachers prefer traditional explicit learning and teaching, more structure-based. In addition, they also beliefs more strongly in the beneficial effects of grammar testing. However, pre-service teachers stress the need for the presence of

a significant communication aspect of grammar testing. Most likely, the trust held by pre-service teachers is the result not only of the way they have been taught, but also the training they received and practicum while at school.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes a summary of the research based on the findings and discussion. In addition, there is also a point of recommendation for further research especially about teaching strategies for young EFL learners.

5.1. Conclusion

The aim of this study is to identify grammar teaching and learning and beliefs held by pre-service EFL teachers' for students which are already PPL in the English language education department at private university, there are around 60 students batch 2016. Based on the data analysis, researcher found that Testing Grammar as the most affecting the process of beliefs about English grammar teaching and learning with mean 3.56 and standard deviation is 0.08, it is followed by Teaching Grammar as the second of most affecting the process of beliefs about English grammar teaching and learning with mean 3.47 and standard deviation 0.08. Meanwhile, Learning Grammar is less affecting in the process of beliefs about English grammar teaching and learning with mean 3.47 and standard deviation 0.14, and Grammar Knowledge also is less affecting in the process of beliefs about English grammar teaching and learning with mean 3.32 and standard deviation 0.07.

5.2. Suggestion

Based on the research findings, the researcher wants to give some advice to the following people:

1. For Pre-service Teachers

In class, each student has different characteristics, abilities, and creativity. So, as prospective teachers must understand what students need based on their differences and must also be able to provide various ways of teaching grammar, more innovative techniques, which can be experiencing increasing their grammar skills and contributing to their beliefs about teaching relevant grammar. Therefore, pre-service teachers must use appropriate strategies in teaching students to help them support the learning of their students to become successful language learners.

2. For the other researchers

For other researchers who want to research the beliefs of pre-service EFL teachers in grammar learning and teaching, the results of the study can be used as additional references for further and broader research with discussion domains related to language teaching.

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APPENDIX 1

Questionnaire of Pre-service Teachers EFL Grammar Learning and Teaching

English Version of Pre-service Teachers EFL Grammar Learning and Teaching

My research questionnaire was adapted from Wach (2013) which contained 26 items.

As for the description of this questionnaire:

1. Strongly Disagree, 2. Disagree, 3. Hard to Say, 4. Agree, 5. Strongly Agree.

	Statement	Strongly Disagree	Disagree	Hard to Say	Agree	Strongly Agree
1.	Communication in L2 is impossible without good knowledge of grammar					
2.	English grammar is easy					
3.	Good knowledge of Indonesian grammar helps in learning English grammar					
4.	Knowing grammar is more important than knowing vocabulary					
5.	Learners want to learn grammar					
6.	Learning grammar is difficult					
7.	Learners like it when the teacher provides and explains grammar rules					
8.	Learners don't need to					

	know grammar rules					
9.	Learners need to discover grammar rules for themselves					
10.	Learners need to get clear grammatical rules from the teacher					
11.	Learning grammar needs to contain an element of learning by heart					
12.	One needs to know grammatical terminology in order to learn English grammar well					
13.	Teaching grammar is boring					
14.	Teaching grammar is a waste of time					
15.	Teaching grammar is difficult					
16.	Teaching grammar is the most important aspect of teaching English					
17.	All grammar points from the coursebook should be covered					
18.	Grammar needs to be taught in Indonesia					
19.	Communicative context is important in teaching grammar					
20.	It's better to teach grammar using examples of sentences, not texts					
21.	Pairwork and group work are very helpful in teaching grammar					
22.	Translation is an important grammar teaching					

	technique					
23.	The teacher should correct all grammar mistakes					
24.	The teacher should give grammar tests regularly					
25.	Communicative tasks are useful in testing grammar					
26.	If a learner gets good grades in grammar tests, he/she is a good learner of English					

APPENDIX 2

Questionnaire of Pre-service Teachers EFL Grammar Learning and

Teaching in Bahasa Indonesia

Kuesioner penelitian saya ini diadaptasi dari Wach (2013) yang berisi 26 item.

Adapun keterangan kuesioner ini :

1. Sangat Tidak Setuju, 2. Tidak Setuju, 3. Tidak Ada Pendapat, 4. Setuju, 5. Sangat Setuju.

	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Tidak Ada Pendapat	Setuju	Sangat Setuju
1.	Komunikasi dalam Bahasa Asing (bahasa Inggris) tidak mungkin tanpa pengetahuan tata bahasa yang baik					
2.	Tata bahasa Inggris itu mudah					
3.	Pengetahuan yang baik tentang tata bahasa Indonesia membantu dalam mempelajari tata bahasa Inggris					
4.	Mengetahui tata bahasa lebih penting daripada mengetahui kosakata					
5.	Peserta didik ingin belajar tata bahasa					
6.	Belajar tata bahasa itu sulit					
7.	Peserta didik menyukainya ketika guru memberikan dan menjelaskan aturan tata bahasa					
8.	Pelajar tidak perlu mengetahui aturan tata bahasa					

No.	Pernyataan					
9.	Peserta didik perlu menemukan aturan tata bahasa untuk diri mereka sendiri					
10	Peserta didik perlu mendapatkan aturan tata bahasa yang jelas dari guru					
11	Belajar tata bahasa perlu mengandung unsur pembelajaran dengan hati					
12	Orang perlu tahu terminologi tata bahasa untuk belajar tata bahasa Inggris dengan baik					
13	Mengajar tata bahasa itu membosankan					
14	Mengajar tata bahasa adalah membuang-buang waktu					
15	Mengajar tata bahasa itu sulit					
16	Pengajaran tata bahasa adalah aspek terpenting dalam mengajar bahasa Inggris					
17	Semua poin tata bahasa dari buku pelajaran harus dibahas					
18	Tata bahasa perlu diajarkan di Indonesia					
19	Konteks komunikatif penting dalam pengajaran tata bahasa					
20	Lebih baik mengajarkan tata bahasa dengan menggunakan contoh-contoh kalimat, bukan teks					
21	Kerja berpasangan dan kerja kelompok sangat membantu dalam pengajaran tata bahasa					
22	Penerjemahan adalah teknik pengajaran tata bahasa yang penting					
23	Guru harus memperbaiki semua kesalahan tata bahasa					

24	Guru harus memberikan tes tata bahasa secara teratur					52
25	Tugas komunikatif berguna dalam menguji tata bahasa					
26	Jika seorang pelajar mendapat nilai bagus dalam tes tata bahasa, dia adalah pelajar bahasa Inggris yang baik					