

Chapter One

Introduction

This chapter reveals the background of the researcher as the reason why the researcher wants to conduct this research. Furthermore, identification of the problem, limitation of the research, research question and the significance of the research are also provided in this chapter to support the background, the research purpose and also the novelty of this research.

Background of the research

In English as Foreign Language (EFL) context, approximately, the last two decades many scholars have set out to identify beliefs about language learning in an attempt to better understand the language in-service teachers' and pre-service teachers' beliefs, so that it will be able to identify the tendencies in language acquisition. In addition, many literatures mention that a belief is sometimes undetected, and that the person might not know that they have a belief (Kagan, 1992; Borg, 2001 as cited in Murtiningsih, 2014). Knowing that beliefs belong to everyone, the researcher assumed that in-service teachers' and pre-service teacher' beliefs may be different because of several factors such as education background and experiences called unexamined beliefs. Besides, beliefs also come from a research and measurable practice called informed beliefs.

Murtiningsih (2014) stated that unexamined beliefs are commonly come from institution based and someone's experience, meanwhile informed beliefs come from logical parts like research and examined practice. In addition, Khader

(2012) thought that teachers' beliefs are main ideas coming from psychological and mental part of the teachers and lead their teaching style.

Furthermore, in some studies, in-service teachers' beliefs also have been discussed by some scholars by categorizing several factors that influence teachers' beliefs. According to Borg (2003), "Teachers' beliefs are resistant to theoretical shifts in the field and that 'the sources of ESL teachers' theoretical beliefs may stem from the methodological approaches that were prominent when they began teaching ESL" (p. 102). In-service teachers may not recognize their beliefs and they also do not know that their beliefs impact their way in teaching (Farrell and Ives, 2015). In addition, in-service teachers' beliefs also have been influenced by teachers' characteristics and background. The beliefs of one teacher are different from another because each individual brings a unique personality and experience to the beliefs (Murtiningsih, 2014). Moreover, students also take account as one of aspect that determining teachers' beliefs. Dogruer, Menevis and Eyyam (2010) mentioned that teachers' beliefs are complex topics that involves some aspects such as the nature of language, learning and teaching, learners, teachers, and teacher-learners relationship.

Otherwise, if we talk about in-service teachers' beliefs it is also discussed in some journal articles about pre-service teachers' beliefs. Furthermore, terms of pre-service teachers' beliefs are rarely to discussed by some scholar, researcher tries to find out definition and terms of pre-service teachers' beliefs such as Fazilatfar, Damavandi, and Sani (2014) recognized pre-service teachers' beliefs as something simple and unrealistic could be revised or even removed to assist

learners in teaching and learning process. The researcher assumed that pre-service teachers' beliefs are also mostly similar with the in-service teachers' beliefs in a way the factor that may be raised to influence pre-service teachers' beliefs such as the way they learn and the way they get exposure in language learning. In addition, pre-service teachers' unexamined beliefs are also influenced by their goals. For instance, pre-service teachers who have goals to be a senior high school teacher will have oriented segments on how they see English for adults, whereas pre-service teachers who have orientation to be a university teacher will be focused on how they see the creating of an advanced English learner or English teacher. In this study, the researcher tries to reveal the differences and the similarities between teachers' and pre-service teachers' beliefs because they have the same attention in one subject and also, they have the same background which is from the English Department.

As mentioned before that beliefs are a central topic that cause someone seeing a phenomenon on everything, beliefs also will reshape the way in-service teacher and pre-service teachers in understanding teaching grammar. In EFL, grammar has a long journey (Ellis, 2006). There are some statements about how the grammar should be taught: whether as an integrated or as separated lesson (Ellis, 2006); whether form-focused or communicative approach (Karimnia and Khosravani, 2018); whether should be taught implicitly or explicitly (Ellis, 2006). Discussing about teaching grammar, Ellis (2006) emphasized that teaching grammar can be done in various ways included integrated or separated. Integrated Teaching Grammar Approach referring to how the learner learning grammar

integrated with other communicative activities. For example, a class is conducted by using role play and at the end of the class teacher will give some feedback about grammatical error, but the percentage of the giving feedback about grammatical error is less than the communicative activities. This is also in line with the statement from Ellis (2006) that Integrated Teaching Grammar Approach do not need to be separated but integrated into a curriculum consisting of communicative task or activity. In addition, learner also require learning grammar during the teaching and learning activity autonomously. Yu (2013) stated that in focus on form approach, learners are required to synthesize each target form for communication by themselves.

In contradiction, in Separated Teaching Grammar Approach, learning activity will be separated from communicative activity and it will be placed in different class. In addition, in separated teaching grammar approach, learner will be placed in condition which they will get exposure about grammatical learning during the classroom activity without merged with communicative class. For instance, learners will be placed in the class which is only discussing and learning about grammar without communicative activity and practices in its learning process. Furthermore, Laufer (2006) stated that in separated teaching grammar approach, students view themselves as learners of a language and the language as the object of study. In addition, according to Valeo and Spada (2016), Separated Teaching Grammar Approach can be described by instruction in which learners' attention is drawn to form separately from communicative activities, that is, before, in preparation, or after a communicative activity" (p. 2). Valeo and Spada

(2016) stated that one of the central focus for language learning has been changed into how to best support the development of grammatical accuracy. Along with explanation above, teachers' and students' beliefs are something that researchable because each of them will have different beliefs. The differentiation of beliefs between teachers' and student can be influenced by the experienced or research study. The other thing also, beliefs also reshape the way of thinking in teaching grammar both teacher and student, whether focusing on accuracy or the way to express thought correctly.

Furthermore, the researcher assumed that English lesson in Indonesia especially in senior high school seems like breaking down into several focus such as meaning focus, grammatical focus, and the communicative activity. Therefore, the researcher wants to know in a way senior high school's in-service teacher see this condition. Therefore, the researcher interested to conduct a comparative study between in-service teachers' and pre-service teachers' beliefs about teaching grammar. By conducting research about in-service and pre-service teachers' beliefs the researcher could recognize the tendency that in-service and pre-service teachers' want to apply in the classroom, so that it also could be used as the starting point how the curriculum designer construct the curriculum based on their belief to make an effective and efficient classroom learning situation.

Identification of the problem

There are three essential tendencies observed by the researcher in this study which are the effect of beliefs, factors in determining beliefs, and senior

high school in-service teachers' and pre-service teachers' beliefs on teaching grammar. For the first, the researcher tries to see the effect of the beliefs on in-service teachers and pre-service teachers. For instance, beliefs may lead in-service teachers and students in teaching practices, meaning that it may raise some differences in the process of teaching particularly teaching grammar. Wulandari (2016) asserts that the different beliefs that teachers and students hold might negatively influence the effectiveness of teaching and learning activity. Another example is in-service teachers may have been adapting to teach their students in various way to reach the goal of learning for years ago, and this condition also will determine how the in-service teacher in recognizing how the grammar should be taught. In contrast, pre-service teachers may know some theories about teaching grammar, but they have less experiences than teachers have. As a result, their beliefs distinction will reshape their way to see a grammatical learning in the class. It can be concluded that the differences of the beliefs will also change their plan, goals and material when it comes to teach grammar in the classroom.

The second tendency comes from the cause of the distinction of the beliefs. By looking for some studies, the researcher assumed that education background plays a role in determining the beliefs. Therefore, the researcher also wants to know whether someone's education background influence their beliefs. Surprisingly, a most well-known quotes said that; "The more you read, the more things you will know; The more that you learn, the more places that you go". That quotes seems like strengthen the researcher's second problem about the relation between education background and beliefs. Besides the education background, the

researcher also wants to find out whether the exposure of people to English also take account in contributing someone's beliefs. For example, pre-service teachers may get less exposure about teaching practice in the classroom than teacher, but they get more exposure in theories than teacher.

The last tendency, in-service teachers' and students' beliefs in teaching grammar. Mart (2013) stated that grammar is one of the important parts in communicative activity because without grammar, a speech just nothing. According to Ahmad, Hussain, and Radzuan (2017), "Teaching/learning grammar at conscious level gives the adult EFL learners a strong sense of achievement which keeps them motivated, involved and participative in the class activities and thus facilitates the target language learning process" (p. 131). By recognizing those three tendencies, so that the researcher intends to see in-service teachers' and pre-service teachers' beliefs about teaching grammar. Conducting research about beliefs can be one of the ways to recognize people's tendency on something because the construction of beliefs need some factors such as education background, teaching experience, and other things that construct beliefs.

Delimitation of the research

In constructing and conducting this research, the researcher will have two delimitations such as the type of beliefs and the pre-service teachers' courses.

First, the type of beliefs that implied in this research, this research finds out beliefs both from in-service and pre-service teachers from their stated beliefs. Meaning that their beliefs will be articulated through interview process.

According to Basturkmen, Loewen, and Ellis (2004), stated beliefs are “statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what “should be done”, “should be the case”, and “is preferable” (p. 244).

Second, the researchers did not look at the courses that pre-service teachers’ participants earned in their classroom. Otherwise, the researcher only recognized pre-service teachers’ teaching experience and education background.

Research question of the research

This study is conducted to answer two questions which are “what are senior high school in-service teachers’ and preservice teachers’ beliefs about teaching grammar to EFL learners?” and “what are the differences and similarities between their beliefs?”

Objective of the research

Since this research focuses on how the senior high school in-service teachers’ and pre-service teachers’ beliefs about teaching grammar, so this research aims to know their perception about teaching grammar. Furthermore, this study will also reveal the differences and similarities between in-service teachers’ and pre-service teachers’ beliefs by comparing their beliefs. At last, both in-service teacher and pre-service teachers are able to recognize their tendency and beliefs particularly about teaching grammar.

Signification of the research

As a good research, this research will give some benefits for in-service teacher, students, curriculum designer, and future researchers.

In-service Teachers. This research will give an insight to in-service teachers particularly EFL teachers to determine teaching grammar approaches that best suits for their students' learning characteristics. Moreover, this research also can be used to make in-service teachers particularly EFL teacher aware to their and as a reflection to their own beliefs.

Pre-service Teachers. This research will give benefit for pre-service teachers especially for those who have interests in being English teachers to reflect on their readiness toward teaching grammar. In addition, they can also be more aware toward their beliefs about teaching grammar. By knowing beliefs, both teachers and pre-service teachers can construct their teaching method or teaching style so that the teaching and learning activity will be more effective.

Curriculum Designer. This research also will give an insight to them on how to put grammar lessons in classroom learning especially in English as a foreign language context, so they are able to set or create curriculum that suitable both in-service teachers' and students' needs.

Future Researcher. This research can be a source for the following research which has same field on research, especially in Indonesian context