PRE- SERVICE ENGLISH TEACHERS’ ATTITUDES TOWARD GRAMMAR TEACHING IN COMMUNICATIVE APPROACH

THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of

Sarjana Pendidikan

Ghanez Fandy Triaji Wardhana

112011063

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND LITERATURE

SATYA WACANA CHRISTIAN UNIVERSITY

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2016
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THESIS

Submitted in Partial Fulfilment of the Requirements for the Degree of

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Ghanez Fandy Triaji Wardhana:
Pre-service English Teachers’ Attitudes toward Grammar Teaching in Communicative Approach

1. Introduction

Communicative Language Teaching (CLT) approach has been widely used in many English classes since 1990s because it is an approach that has developed to be the new process of second language learning. (Richard, 2006: 23). CLT also can be useful to teach grammar in EFL context because many EFL learners do not understand well about English grammar. Because of this, they do not communicate successfully with other people in the class using English.

Meanwhile, Yu (2013) believed that teaching grammar has a positive influence on EFL learners’ attitude in classroom participation. When the learners are convinced their speech is grammatically correct, they will speak English confidently. But, learners have to be familiar with grammar instruction first, step by step with pleasant grammar teaching so they will like the lesson.

Moreover, Savignon (2007) asserted that the best learners’ grammar learning result is when it relates to their communicative needs and experiences. For that reason, grammar and communication complete each other. Then, Brown (2007) also claimed that grammar and CLT should match with learners’ communicative level in
order to achieve their goal. Teacher in CLT should help the learners to improve their English language competence in accuracy and fluency.

However, many English teachers do not seem to teach English lesson (grammar) communicatively toward students. This situation may cause students unable to apply grammar appropriately in communicative contexts. Furthermore, “effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal” (Richards, 2006). The previous statement reveals that the effective classroom activities should be in student-centered which requires learners to participate actively in every exercise. In order to involve learners with success inside and outside class, teachers should be enthusiastic and show a positive attitude toward both the approach and learners. However, “the role of the teacher is just a facilitator who helps students become autonomous learners” (Brown, 2007). Here, the teacher should be able to provoke learners’ creativity and motivation to learn English grammar naturally without threatening them.

Finally, this study aims to investigate the cognition (attitudes and beliefs) which is to explore the students’ attitude toward grammar teaching in communicative approach in University level, especially at the English Language Education Program, SWCU, Salatiga, Indonesia. Then, this study also aims to answer the following research question: How are the students’ attitudes toward grammar teaching in
communicative approach? The students that are mentioned above are also called as pre-service English teacher because they are prepared to be English teacher.

2. Review of Literature

First of all, communicative language teaching (CLT) is an approach that is capable of enhancing the learners’ functional language ability with active participation in actual communication (Savignon, 2007). Then, Savignon also stated that CLT develops several features as multi perspective approach including sociology, psychology, education, philosophy and linguistics. With this approach, pre-service English teachers will be more active in learning English grammar so they can try to express their ability and knowledge communicatively. Moreover, those features of CLT will support their competence in learning process. The pre-service teachers can learn grammar in an appropriate way with considering their psychological and sociological aspect in order to create a comfortable environment in class.

Meanwhile, Yu (2013) revealed that teaching grammar has a positive influence on encouraging learners toward classroom participation. Not only that, but it also gives effect to prevent the fossilization when learners make the grammatical error, notice the grammatical forms and use grammar creatively in the learning process. It shows that learning grammar is very important for the pre-service English teachers’ prospective students because they will start to learn about grammar forms, and use grammar creatively in order to overcome the error fossilization.
Furthermore, Chacon, D. (2013) stated that “the traditional grammar teaches
the basic rules to the learners in learning vocabulary for noun, adverbs, verbs, and
adjectives”. Here, the learners get the guide from the teacher during the exercise and
have courage of making mistakes in applying the target language. Here, they are
allowed to express their ideas whether it is wrong or correct. The reason is that every
mistake that the students make will give new experience to them and they will correct
it immediately. The students will be more aware with the wrong answer in every
exercise. This traditional way may contribute effective English grammar learning for
the learner. However, it will work smoothly if they are in a comfort zone. The
pleasant environment and teaching technique determine the result of learning process.
The solution is by using traditional grammar approach which is combined with
communicative approach. (ChaCón, D., 2013)

Moreover, Li and Baldauf (2012) asserted that “minimize teacher- centered
English language instruction is the most important aspect of CLT.” The reason is that
student- centered is the correct choice to elevate students’ knowledge and courage in
learning English inside and outside classroom. This technique definitely encourages
them to have a positive attitude toward learning English grammar communicatively.
Then, they can improve their grammar skill by interacting between student- student
and student- teacher. Ano (2012) also stated that the role of English language
educator is to create students’ opportunities in expressing their ideas in English. It
certainly requires an active class which the pre-service teachers involve in conducting grammar learning activities inside and outside class.

Then, the appropriate classroom activity which is expected is the students have to participate in classroom activities cooperatively rather than individually. Instead of depending on the teacher for a model, learners have to become comfortable when they work with classmates in group work or pair work tasks (Richard, 2006). Based on Richard’s statement, pre-service English teachers are required to create a lively class that the prospective learners have to work with their friends. Therefore CLT is very important to establish an effective learning process because communicative learning determines the qualified outputs.

3. Previous Studies

First, Al–Jamal (2007) reported that EFL teachers in Jordan agreed if the combination of both grammar traditional approach and communicative approach in EFL context could be the best choice to enhance the grammar acquisition development of Jordanian learners in motivation and English proficiency level. Then, according to learners' perceptions in Al-Jamal’s research, EFL Jordanian learners still believed that explicit grammar instruction was very important in order to get the mastery of English grammar. They showed the strong positive beliefs toward grammar teaching communicatively. Moreover, learners also believed teachers’ correction of learners’ error is necessary.
Second, Algonhaim (2014) reported the learners’ perception and attitudes toward communicative activities in Saudi University. The results show that the majority of students (94.2%) strongly agreed that English teaching should focus on communication, with grammar explanation when necessary. His finding is in line with Xiao’s (2006) study, which found that it is possible for teachers to use CLT in grammar and dictionary exercise for enhancing students’ memory and oral-communication skill of English. Teachers believed that CLT did not restrict them from teaching grammar.

Third, Wu, Kun-huei (2011) reported that the eight of nine non-native English teachers from Aletheia University, Taiwan, got difficulty when attempting to implement CLT in the classroom which consists of 286 students in Taiwan’s University. It was because of their lack of English vocabulary source. They were also lack of attention to their own spoken English, and uncertainty about speaking the language’s grammar correctly.

Fourth, Aubrey (2010) informed that a study of 22 Japanese business EFL learners who were taught using CLT in grammar class showed positive attitudes; they showed the increase of willingness to communicate in different sized classroom (a small group classroom, and a large group classroom) naturally to practice grammar exercises.
The last study, Karim’s (2004), as cited in Chang (2011), reported a study of university level EFL teacher’s attitudes toward CLT in Bangladesh. The report reveals that most teachers showed positive attitudes toward the basic principles of CLT. Also, the teachers were aware of the characteristic of CLT.

4. Method of Research

This study investigates the attitudes of the pre-service English teachers in University level toward grammar teaching in communicative approach or it can be mentioned as communicative language teaching (CLT). Here, they are prepared to be English teachers after they graduate. Then this study examines the understanding of pre-service English teachers’ perceptions of English learning experiences toward grammar teaching. The outcomes of the study could be used for teaching English grammar communicatively.

4.1. Survey subjects

The participants in the formal questionnaire were 90 pre-service English teachers who enrolled in the English Language Education Program (PBI), Satya Wacana Christian University, Salatiga, Indonesia. They were selected from the teaching practicum (PPL) classes and the participants were expected to have passed the basic grammar level precisely.
This study used a questionnaire (see appendix 1). Then, the purpose of the questionnaire is to investigate pre-service English teachers’ attitude toward grammar teaching in CLT. It is important because the investigation will indicate their behavior, perception, and feeling in learning and teaching English grammar vividly.

4.2 Data collection

Furthermore, in order to get data collection swiftly, the researcher used cluster sampling that selected teaching practicum classes and used online media to distribute questionnaire. However, the researcher also used convenience sampling which distributed questionnaire sheets to PBI pre-service English teacher who was nearby and be encountered accidentally on college area. Besides, researcher used Bahasa Indonesia to communicate with the participants in order to create friendly atmosphere.

By investigating through the completed questionnaires, the researcher discovered the pre-service English teachers’ attitudes and perceptions of grammar in communicative learning and identified their personal comments to elicit the conclusion.

5. Findings and Discussion

5.1. Interaction with students in teaching grammar

5.1.a. Teacher-student interaction
Statement 1 shows the participants’ responses to the statement: “I explain grammar lesson without asking students’ opinion.” As many as 67.3% of the pre-service English teachers disagreed (59.3%) or strongly disagreed (8.80%). Meanwhile, there are only 31.9% participants who agreed (27.5%) or strongly agreed (4.4%). The result indicates that half of them were accustomed to explaining grammar lesson with asking students’ opinion.

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<tbody>
<tr>
<td>1.</td>
<td>I explain grammar lesson without asking students’ opinion</td>
<td>8.8%</td>
<td>59.3%</td>
<td>27.5%</td>
<td>4.4%</td>
</tr>
<tr>
<td>2.</td>
<td>I feel confident when I try to make a conversation with my students in grammar teaching</td>
<td>0%</td>
<td>11%</td>
<td>74.7%</td>
<td>12.1%</td>
</tr>
<tr>
<td>3.</td>
<td>I am happy to communicate with my students in teaching grammar.</td>
<td>0%</td>
<td>9.9%</td>
<td>79.1%</td>
<td>12.1%</td>
</tr>
<tr>
<td>4.</td>
<td>I think when I teach grammar communicatively, I can get students’ attention effectively</td>
<td>0%</td>
<td>12.2%</td>
<td>66.7%</td>
<td>21.1%</td>
</tr>
<tr>
<td>5.</td>
<td>I believe I can make an enjoyable grammar teaching for the students if I teach them with friendly attitude</td>
<td>0%</td>
<td>7.8%</td>
<td>54.4%</td>
<td>37.8%</td>
</tr>
</tbody>
</table>

Furthermore, Statement 2 shows the participants’ responses to the statement: “I feel confident when I try to make a conversation with my students in grammar teaching.” Here only 11.0% of the pre-service English teachers disagreed (11.0%) or strongly disagreed (0.0%). On the other hand, as many as 86.8% participants agreed (74.7%) or strongly agreed (12.1%). This fact shows that most of the pre-service English teachers were confident when they made a conversation with their students in grammar teaching.
Statement 3 shows the participants’ responses to the statement: “I am happy to communicate with my students in teaching grammar.” As many as 91.2% of the pre-service English teachers agreed (79.1%) or strongly agreed (12.1%). There are only 9.9% participants who disagreed and none of them strongly disagreed. The result indicates only a few of the pre-service English teachers were unhappy to communicate with their students in teaching grammar.

After that, statement 4 shows the participants’ responses to the statement: “I think when I teach grammar communicatively, I can get students’ attention effectively.” As many as 87.8% of the pre-service English teachers agreed (66.7%) or strongly agreed (21.1%). Meanwhile, there are 12.2% who disagreed and 0.0% strongly disagreed. It shows most of the participants believed that the interaction between student and teacher created the effective attention of students toward them.

Furthermore, statement 5 shows the participants’ responses to the statement: “I believe I can make an enjoyable grammar teaching for the students if I teach them with friendly attitude.” As many as 92.2% of the pre-service English teachers agreed (54.4%) or strongly agreed (37.8). Only 7.8% participants prefer disagreed and 0.0% strongly disagreed. This finding shows most of the pre-service English teachers believed if they taught with friendly attitude, they could make an enjoyable grammar class.

5.1.b. Student- student interaction
Moreover, statement 6 shows the participants’ responses to the statement: “I enjoy teaching grammar when the students can practice the rules to communicate orally each other in class.” As many as 90.1% of the pre-service English teachers agreed (56.0%) or strongly agreed (34.1%). However, only 9.9% of them disagreed and 0% strongly disagreed. From that fact, most of the participants enjoyed teaching grammar when the students communicated orally with their friends in class to practice grammatical rules.

Statement 7 shows the participants’ responses to the statement: “I agree that student-communicating-time in communicative grammar teaching should be maximized.” As many as 88.9% of the pre-service English teachers agreed (67.8%) or strongly agreed (21.1%). On the other hand, there are 11.1% of them who disagreed and 0.0% strongly disagreed. It indicates that most of the participants supported the idea about maximisation of student-communicating-time.

Statement 8 shows the participants’ responses to the statement: “I think students will learn spoken grammar more easily if they are asked to make a conversation orally in pairs.”
conversation orally in pairs.” As many as 96.6% of the pre-service English teachers agreed (69.9%) or strongly agreed (26.7%). There are 4.4% of them who disagreed and none of them who strongly disagreed. This finding shows that most of the participants believed that the interaction between student and student orally in pairs would increase students’ spoken grammar ability.

5.2. Accuracy vs. Fluency

Statement 9 shows the participants’ responses to the statement: “I think grammatical accuracy is not important in CLT.” As many as 74.4% of the pre-service English teachers disagreed (64.4%) or strongly disagreed (10.0%). Meanwhile, 25.6% participants agreed (17.8%) or strongly agreed (7.8%). This fact shows that many of them still believed grammatical accuracy was important.

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<tbody>
<tr>
<td>9.</td>
<td>I think grammatical accuracy is not important in CLT.</td>
<td>10%</td>
<td>64.4%</td>
<td>17.8%</td>
<td>7.8%</td>
</tr>
<tr>
<td>10.</td>
<td>When using CLT, I do not normally correct students’ grammatical mistakes because I’m more concerned with fluency.</td>
<td>4.4%</td>
<td>52.2%</td>
<td>38.9%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Statement 10 shows the participants’ responses to the statement: “When using CLT, I do not normally correct students’ grammatical mistakes because I’m more concerned with fluency.” As many as 56.6% of the pre-service English teachers disagreed (52.2%) or strongly disagreed (4.4%). On the other hand, 44.3% of them agreed (38.9%) or strongly agreed (4.4%). It shows that most of the participants
normally corrected students’ grammatical mistakes. However, only several participants prefer to be more concerned with fluency.

5.3. Teaching approach

5.3.a. Inductive or deductive

Furthermore, statement 11 shows the participants’ responses to the statement: “When teaching grammar, I explain the rules first or at the beginning of the lesson regardless the approach (CLT or other method) I am using.” As many as 68.9% of the pre-service English teachers agreed (62.2%) or strongly agreed (6.7%). However, 31.1% of them disagreed (30.0%) or chose strongly disagreed (1.1%). It is quite sure that most of the pre-service English teachers explained the grammatical rules first (deductive) in grammar teaching regardless the approach they used.

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<tbody>
<tr>
<td>11</td>
<td>when teaching grammar, I explain the rules first or at the beginning of the lesson regardless the approach (CLT or other method) I am using</td>
<td>1.1%</td>
<td>30%</td>
<td>62.2%</td>
<td>6.7%</td>
</tr>
<tr>
<td>12</td>
<td>When using CLT, I do not explain grammar rules at length and focus more on the examples and what they used in context</td>
<td>2.2%</td>
<td>22.2%</td>
<td>64.4%</td>
<td>11.1%</td>
</tr>
<tr>
<td>13</td>
<td>I believe in CLT grammar lesson, students need to figure out the grammatical rules themselves</td>
<td>3.3%</td>
<td>40%</td>
<td>46.7%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Statement 12 shows the participants’ responses to the statement: “When using CLT, I do not explain grammar rules at length and focus more on the examples and
what they used in context.” As many as 75.5% of the pre-service English teachers agreed (64.4%) or strongly agreed (11.1%). Meanwhile, 24.4% participants disagreed (22.2%) or strongly disagreed (2.2%). The result shows that most of them were not accustomed to explaining grammar rules at length. However, they still explained the general rules with a short explanation and used a lot of examples related to the context. This statement has the same purpose with statement 11, but here is more emphasized on CLT context. The participants prefer to use deductive grammar teaching technique.

Statement 13 shows the participants’ responses to the statement: “I believe in CLT grammar lesson, students need to figure out the grammatical rules themselves.” As many as 56.7% of of the pre-service English teachers agreed (46.7%) or strongly agreed (10%). However, there are 43.3% participants who disagreed (40%) or strongly disagreed (3.3%). The results shows only a little difference of people’s choice; agree or disagree, but still most of them prefer if students needed to figure out the grammatical rules themselves (inductively). It seemed that those participants were inconsistence in answering the questionnaire (see statement 11 and 12). In the real teaching, they used deductive grammar technique. But they had a belief that students need to figure out the grammatical rules themselves. Then, the researcher assumed that even they explain the grammatical rules to the students deductively, the participants agreed that inductive grammar technique could improve students’ independency and creativity better.
5.3.b. Explicit vs. implicit

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<tbody>
<tr>
<td>14.</td>
<td>I feel comfortable teaching grammar without discussing the grammatical rules.</td>
<td>18.9%</td>
<td>56.7%</td>
<td>17.8%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

Statement 14 shows the participants’ responses to the statement: “I feel comfortable teaching grammar without discussing the grammatical rules.” As many as 75.6% of the pre-service English teachers disagreed (56.7%) or strongly disagreed (18.9%). There are also 24.5% participants who prefer to choose agreed (17.8%) or strongly agreed (6.7%). This fact reveals that most of them were comfortable teaching grammar explicitly.

6. Conclusion

From the first issue, the finding revealed that over half of the pre-service English teachers were accustomed to explaining grammar lessons with asking students’ opinion. Moreover, the teacher’s experience related to his or her feeling while teaching showed only a few of them were unhappy to communicate with their students in teaching grammar. They also believed that the interaction between student and student orally in pairs would increase students’ spoken grammar ability. From those facts, the researcher got a conclusion that most of pre-service English teachers had positive attitudes toward CLT in grammar teaching.
Regarding the second issue, the finding showed that many of them believed grammatical accuracy was important and they reported that they normally corrected students’ grammatical mistakes. Furthermore, the third issue revealed most of the pre-service English teachers prefer to use deductive grammar in CLT, which explained the general rules first and then was followed by a lot of examples related to the context. They were also comfortable teaching grammar explicitly because they thought that this technique were effective enough.

Since CLT gives good influence toward both student and teacher interaction inside and outside classroom, grammar teaching should be fun and become more active. Then, grammatical accuracy in CLT also should be enhanced because it is important for students’ grammar knowledge by correcting students’ grammatical mistakes. Fluency without accuracy will not create the best learning result for them. Moreover, in order to avoid students’ misunderstanding, teachers should explain deductive grammatical rules occasionally because they will remember better. Besides, teacher will be easier to remind students about the rules when the teaching is going on.

It is a recommended for further study that other researchers investigate the views and perspectives of EFL teachers about the effort they make to create better techniques in teaching grammar communicatively in Indonesia.
7. References

Akurugu, The attitudes and Perceptions of students about the study of English grammar: The case of selected Senior High School students in Northern Region, p. 8, November 2010.


## 8. Appendix 1

**Questionnaire of Pre-Service English Teachers’ Attitudes toward Grammar Teaching in CLT**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I explain grammar lesson to my students without asking their opinion.</td>
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<tr>
<td>2. I feel confident when I try to make a conversation with my students in grammar teaching.</td>
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<td>3. I am happy to communicate with my students in teaching grammar.</td>
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<td>4. I enjoy teaching grammar when the students can practice the rules to communicate orally with each other in class.</td>
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<tr>
<td>5. I think when I teach grammar communicatively, I can get the students’ attention effectively.</td>
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<td>6. I believe I can make an enjoyable grammar teaching for the students if I teach them with friendly attitude.</td>
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<td>7. I agree that student-communicating-time in communicative grammar teaching should be maximized</td>
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<td>8. I think students will learn spoken grammar more easily if they are asked to make a conversation orally in pairs.</td>
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<td>9. I feel comfortable teaching grammar without discussing the grammatical rules.</td>
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<td>10. I think grammatical accuracy is not important in CLT.</td>
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<td>11. When teaching grammar, I explain the rules first or at the beginning of the lesson regardless the approach (CLT or other method) I am using.</td>
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<tr>
<td>12. When using CLT, I do not explain grammar rules at length and focus more on the examples and they are used in context.</td>
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<tr>
<td>13. When using CLT, I do not normally correct students’ grammatical mistakes because I’m more concerned with fluency.</td>
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<td>14. I believe in CLT grammar lessons, students need to figure out the grammatical rules themselves.</td>
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</tbody>
</table>