THE ATTITUDES OF TEACHERS IN SENIOR HIGH SCHOOL 1 SALATIGA TOWARDS GRAMMAR AND ITS APPROACHES

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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THE ATTITUDES OF TEACHERS IN SENIOR HIGH SCHOOL 1 SALATIGA

TOWARDS GRAMMAR AND ITS APPROACHES

Santa Maya Pramusita

Abstract

Over the centuries, grammar and its approaches are considered to be important in second and foreign language teaching. Teachers’ attitudes towards it are consequently paramount to study as it can influence the way they teach grammar to the students. This research, therefore, attempts to investigate the attitudes of six teachers in Senior High School 1 Salatiga toward grammar and its approaches. The data in this study were collected using likert scale questionnaire and interview method. The analysis of the data showed that all teachers in Senior High School 1 Salatiga regarded grammar as a significant aspect in language teaching. In regard to the manner how grammar is taught, all teachers preferred an integrated approach in which implicit and explicit form-focused instruction are combined. In addition to this, most of the teachers preferred inductive approach rather than deductive approach in explaining grammar rules.

Key words: grammar teaching, implicit form-focused instruction, explicit form-focused instruction, inductive approach, deductive approach, accuracy, fluency.

INTRODUCTION

Grammar is considered to be a crucial aspect in second and foreign language learning and teaching. Bastone (1994) in Wang (2010) argues that “language without grammar would be chaotic, countless words without the indispensable guidelines for how they can be ordered and modified” (p.78). Therefore, Chomsky (1965) in Wang (2010) points out that for foreign language teachers, grammar is an “indispensable part in language teaching” (p.78).

Since grammar is considered important, the instruction of grammar makes up a substantial component in teaching and learning process. As delivered by Nagaratnam and Al-Mekhlafi (2013), grammar instruction has been recognized as an “essential and unavoidable component of language learning and use” (p.79).
In the practice of grammar instruction, the attitudes of teachers in the classroom can affect their teaching practices, “including what teaching methods to employ” (Wang, 2010, p.9). Borg (2003) mentions that teachers tend to decide their instruction based on their practical knowledge, beliefs, and thoughts. Their beliefs and knowledge “are actively transferred” to their way of teaching (Johnson, as cited in Wong, 2010, p.9). Therefore, teachers’ attitudes toward grammar and its instructions indeed influence their teaching practices in the classrooms.

Previous studies on seven Bangladeshi universities teachers’ attitudes toward grammar in EFL classrooms showed that most of the participating teachers viewed grammar as essential part in teaching and learning process. There were only 3.33% participants who thought that grammar was unimportant element in second language teaching. In addition, form-focused correction was also found to be an important technique in teaching grammar to their students (Azad, 2013). Another study was conducted by Nagaratnam and Al-Mekhlafi (2013), who investigated Oman pre-service teachers’ attitudes toward grammar instruction, particularly inductive and deductive approach. The results showed that the teachers’ attitudes towards grammar was positive as they considered it to be important and helpful for the students. Regarding the types of grammar teaching, they seemed to prefer inductive method than deductive method.

However, there are only little investigations into teachers’ attitudes toward grammar and its approaches in ELF contexts. Since teachers’ attitudes regarding grammar and its instructions is an important factor in the classrooms, they become a substantial area of the study. The study reported here aims to find out the attitudes of Senior High School 1 Salatiga’s teachers toward grammar and its instructions in EFL classrooms. The result of this
study can be useful for expanding people’s understanding of EFL teachers’ beliefs toward grammar teaching. Hence, this study inquires following questions:

1. What are the attitudes of Senior High School 1 Salatiga’s teachers toward grammar in an EFL context?
2. What are the attitudes of Senior High School 1 Salatiga’s teachers toward grammar approaches?

REVIEW OF LITERATURE

The term ‘grammar’ has been defined by many theoreticians and grammarians in the history of language teaching. On the last century, Thornburry (1999) states that grammar is a description of the rules that determine how a language’s sentences are formed. Meanwhile, Harmer (1987) in Arndt, et al. (2000) sees grammar as “what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence” (p.101). A more recent definition of grammar comes up from Wilcox (2004) who points out grammar as something involving rules and relationship in which human build up “meaningful sounds, words, and sentence” that nobody will understand the language content without it (p.14). From all the points of view above, the researcher can conclude that grammar is actually a study of the rules governing the use of language. It covers phonology, morphology, and syntax.

The Importance of Grammar

Grammar has also become a fundamental aspect in foreign language classrooms since a long time ago. It was taught to give students the basis of language skills, which are writing, speaking, reading and listening. In the context of writing, Omole (2008) argues that the teaching of grammar can improve students’ writing in the area of sentence construction.
Therefore, the researcher believes that grammar is very crucial for EFL students in the area of writing as it enables them to be aware of grammatical mistakes and the variety of sentences they may use. Once they have known how to make good and correct sentences, they will be able to produce more readable written forms. Meanwhile, in speaking, grammar helps students in the case of expression of ideas and feelings or giving information in a way that it “serves as a tool for monitoring students’ language” (Krashen, as cited in Wong and Barrea, 2012, p.63). That is, students learn grammatical rules to watch the correctness of their own language use when talking with other people.

In reading, grammar has a major impact in students comprehension toward the reading material given. As it is stated by Widodo (2006), “grammar enables students to comprehend sentence interrelationship in a paragraph, a passage, and a text” (p.122). This is to say that as students learn grammatical rules, their ability to make sense of what they are reading about increases as well. Finally, in the area listening, Corder (as cited in Widodo, 2006) explains that grammar plays a crucial part in comprehending spoken language. Students hence are able to interpret what is heard, listen for the main idea, recognize word-order patterns, and summarize the important subject they are listening to.

**Approaches in Teaching Grammar**

According to Anthony (1963), approach is “a set of assumptions dealing with the nature of language, learning, and teaching” (p.63). In grammar teaching, generally there are several approaches. However, in this research, the researcher only focuses on form instruction as it is the most controversial ones in EFL context. Many teachers, practitioners, and theorists have different views about which approach has more effect on grammar learning.

Overall, form-focused instruction can be divided into implicit form-focused instruction (using more inductive reasoning) and explicit form-focused instruction (using
more deductive reasoning) (Andrew, 2007; Azad, 2013). The differences between each approach can be seen in the table that the researcher has developed below:

| 1. Implicit Form-focused instruction | focus on meaning; no rules; emphasize on unconscious grammar knowledge |
| 2. Explicit Form-focused instruction | focus on form; rules formulated; emphasize on conscious grammar knowledge |
| 3. Deductive grammar instruction    | the teacher start by giving rules first, and followed by the series of practices |
| 4. Inductive grammar instruction    | the teacher start by giving examples first, so that students can find out the rules by themselves, and then conclude the rules together with the teachers |

Table 1: Approaches in Grammar Teaching

In a nutshell, implicit form-focused instruction refers to incidental grammar teaching in which no rules are stated. On the other hand, explicit form-focused instruction happens when grammar lesson is given separately with any other topics and rules are formulated during the teaching and learning process. In explaining the rules, there are also two approaches that can be chosen. The first one is by giving the rules first and providing the examples later on, commonly known as deductive grammar instruction. While, the second one is called inductive grammar instruction in which the examples are provided first and from those examples, students with the help of the teacher, are required to formulate the rules (Zaal, 2013).

*Implicit form-focused Instruction vs Explicit form-focused Instruction*

1. *Implicit form-focused Instruction*

Implicit instruction refers to “draw learners’ attention to form” through the series of activities (Baleghizadeh, 2010, p.121). Therefore, in this approach, the main focus of teaching and learning process lays on the meaning or communication and students will gain grammar knowledge unconsciously through the examples or tasks they are working on “with or without awareness they are doing so” (Andrew, 2007, p.1). In other words, this approach tries to adopt the process of the first language acquisition in
which the comprehensible input arises from natural interaction (Sheen, 2002). In line with this, Krashen (1985) believes that language should be acquired through natural exposure, not learned through formal instruction as it does not promote spontaneous language production. This ‘Comprehensible Input’ hypothesis then becomes the foundation of implicit instruction’s development in EFL. Supporting this, Ellis (as cited in Sivertzen 2013) mentions that to achieve L2 grammar input as much as L1 input, students need to get frequent exposure to the target language. They may talk or listen to their teacher in the second language classroom setting using the target language, doing many language exercises, have some talk with native speakers from whom they can learn new vocabulary and other language features, or be instructed to practice speaking in front of the class. Those kind of input soon will make the students more ready to recognize how grammar work in sentences and to produce it.

Some scholars seems to agree that implicit instruction has beneficial effects for EFL students. Saedi, et al. (2012), in their study about learners’ vocabulary learning in ESP context found that implicit form-focused instruction is the most effective approach to teach vocabulary as students in implicit instruction group achieve the highest score compared to other approaches. Meanwhile, Kanda and Beglar (2004) believe that communicative tasks in implicit form-focused approach, which require deeper processing, make students acquire the verb forms better. Some scholars also agree that communicative activities in implicit instruction can enhance students’ fluency. As it is said by Gao (2009), implicit form-focused instruction “is an effective way to improve students’ fluency...which will influence the process towards target language” (p.47). The same argument is also conveyed by Spada and Lightbown (2008) that teaching grammar implicitly helps students to build up their “oral fluency, self confidence, and communicative abilities” (p.184). In spite of this, there are also some people, however,
who argue that second language instruction will be successful if it involves explicit teaching of target language rules and is not dominated with communicative activities (Shahani, 2012).

2. Explicit form-focused Instruction

In contrast with implicit form-focused instruction, explicit form-focused instruction refers to that providing students with isolated grammar instruction and aims to teach specific grammatical features (Farrokhi & Talabari, 2011). In other words, students are expected to master linguistic items first before using it for communication purposes later on. Farrokhi and Talabari (2011) hold that explicit form-focused instruction is “very similar to traditional grammar instruction whose primary emphasis is on the teaching of language forms in isolation” (p.34). Here, the students are faced with many drills which aims to grammar mastery.

The development of explicit form-focused instruction is actually based on ‘noticing hypothesis’ by Schmidt which runs counter comprehensible input hypothesis that undelies implicit form-focused instruction. According to Schimdt (2010), conscious awareness of L2 form that has not been studied yet or what he calls ‘noticing’ is a necessary condition for language learning to occur. He adds that people tend to learn about the things “they attend to and do not learn much about the things they do not attend to” (p.2). Hereby, this approach emphasize on the conscious study in which the students genuinely notice particular rules they are studying on.

Similar to the implicit form-focused approach, the effectiveness of this approach are still debatable. Hastings and Murphy (2004) mention that explicit instruction is very significant to be applied in EFL classroom because it enables them to monitor their own output. This is to say that by gaining grammatical rules explicitly, students soon can
communicate well using the right form. Moreover, Bowles and Montrul (2008) contend that explicit instruction helps students to increase their ability in distinguishing between grammatical and ungrammatical sentences. Explicit form-focused instruction is indeed often associated with the increase of accuracy. As it is said by Farshi and Baghbani (2015), “explicit focus on form seems to be more effective” in developing students’ accuracy (p.295). On the contrary, Lee and VanPatten (2003) in Bocskay and Craftt (n.d) say that such rigid instruction is not necessary for acquisition since it restrains students to develop their fluency.

Indeed, both explicit and implicit instruction have their own strengths and weaknesses that people tend to compare which one is more effective to be used. Nonetheless, in the recent years, many researchers find that both instructions actually can complement each other and achieve the best results when they are combined (Norris & Ortega, 2000; Andrew, 2007). According to Andrew (2007), while explicit instruction is better than implicit instruction for explaining the complex rules, both instructions can be used effectively for the simple rules. The researcher definitely agree with those statements, since one approach does not seem to be preferrable over the other. They both have their own strengths and weaknesses, and therefore, the best way to teach grammar is to balance the use of explicit and implicit form-focused instruction.

Deductive vs Inductive Approach

1. Deductive Approach

Deductive approach suggests ‘top-down’ approach in which teachers present a clear explanation and then ask students practice until they memorize the rules (Krashen, as cited in Berendse, 2012). Nazahri and Allahyar (2012) point out that deductive approach in grammar teaching happens when the information about target language and rules are explained at the beginning of the class and continued with the examples. In
this regard, students are expected to engage with many kind of examples through teaching and learning process so that they notice the grammatical rules.

According to Ana and Ratminingsih (2012), many teachers think that teaching grammar using deductive approach is good to students since; (1) It explains the rules directly, and therefore it can save time; (2) Grammatical rules can be clearly and simply explained rather than obtained from activities; (3) It honors students’ intellect and maturity; (4) It fulfills students’ desire of classroom learning, particularly those with sequential learning style. Another strength of deductive approach is expressed by Eisenstein (as cited in Widodo, 2006), who also thinks that with deductive approach, “learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning” (p.126).

Yet there are some researchers who deny the importance of deductive instruction in EFL classroom. Chalipa (2013) contend that deductive instruction makes students lack of involmen and “may result in the lesson being teacher-centered and not demanding in terms of creativity and imagination” (p.180). In other words, deductive instruction may create monotonous teaching and learning process as students only pay attention and listen to the teacher’s explanation without discovering grammar rules by themselves. It then obstructs students to achieve long term memorization of the rules. As it is said by Widodo (2006) that “the explanation is seldom as memorable as other forms of presentation” (p.127).

1. Inductive Approach

Meanwhile, inductive suggests ‘bottom-up’ approach in which the instruction starts by giving students examples and they have to discover the rules by themselves. The rules, then, can be summarised explicitly after the students find it (Henry, 2011).
Chalipa (2013) adds that inductive instruction is based on trial and error and in its implementation, students explore the grammar rules in a text or an audio rather than example of sentences.

Ana and Ratminingsih (2012) state that inductive approach has these benefits; (1) It makes grammatical rules easy to remember since students find it by themselves; (2) students make more efforts in discovering the rules which then can promote their cognitive skills; (3) students are more actively involved during the teaching and learning process; (4) It fulfills students’ expectation of classroom learning, especially those who has good problem solving skills.

Similar to deductive approach, inductive approach also has some weaknesses. Berendse (2012) asserts that inductive approach is rather time-consuming and students may not recognize the linguistic terms when using this approach. In addition, students may conclude the wrong rules and this becomes very danger especially if “there is no overt testing of their hypotheses, either through practice examples, or by eliciting an explicit statement of the rules” (Sik, 2014, p.32). This means the eachers need to provide a summary, test, or something to check whether or not students conclude the right rules. If it is not given, then, it is very harmful for the students.

In a recent years, there is a long debate among many EFL teachers regarding the effectiveness of two approaches above. Yet, there is no absolute conclusion that one approach is more effective than the other one because they both have their own significance for particular students progress. As the researcher has shown above, some students may achieve better when the teacher uses deductive approach while some may perform better in inductive classes. Furthermore, Widodo (2007) explains that “whether grammatical rules are taught inductively or deductively relies upon certain structures” (p.129). This is because some
structures are more suitable if it is taught using deductive approach, while others can be learned using inductive approach. For instance, in Indonesian context, it will be difficult to teach about inversion in English using inductive approach as Indonesia does not have such kind of form. On the other hand, when the material is as easy as simple present tense, or expressing advice, teachers can convey it using inductive approach.

**Previous Studies on Teachers’ attitudes towards Grammar**

Since teachers’ attitudes and cognitions toward grammar instruction have a significant role in teaching practices (Farrel & Lim, 2005; Wong, 2010; Wong & Barrea-Marlys, 2012; Nazzahri & Allahyar, 2012), knowing their attitudes is important thing in EFL context. Several studies have been conducted to investigate EFL teachers’ attitudes toward grammar teaching.

Nazari and Allahyar (2012) examined the views of four Iran teachers holding a bachelor or master degree in TEFL about grammar. The results show that three teachers put emphasis on grammar in their teaching to ensure that students master English well, while one teacher tend not to teach grammar too much since they believe that EFL university students need communicative tasks more such as role play, game, pair and group work. Thus, the teachers give many authentic and communicative activities to improve students’ communicative competence.

In addition, Nagaratnam & Al-Mekhlafi (2013) reported in their study that the Oman pre-service student teachers in their study seem to favor inductive method over deductive method as “it would help students to learn grammar naturally through class participation, thinking, and discovering themselves, which would in turn facilitate long-term retention”(p.96). The participants also believe that presenting grammar through real-life tasks would make students more successful in learning grammar. Nonetheless, some explanation of
rules and emphasis on grammar practice is felt to be necessary by the pre-service student teachers.

Similarly, Azad (2013) reported in his study that 30 EFL teachers of seven private universities in Bangladesh mostly feel that grammar is very important component of language teaching and learning and the teachers see formal grammar instruction quite necessary for the students to learn a foreign language. However, the teachers were not in favor of teaching grammar using explicit form-focused instruction because students will not notice the form from natural communication. They prefer an integrated approach “in which their students have opportunities to attend to form and meaning” (p.122).

THE STUDY

The Context of The Study

The researcher conducted descriptive qualitative study to give some information about SMA N 1 Salatiga teachers’ attitudes toward grammar and its approaches in EFL context. The reason for choosing this school to be the subject of the study was because this school is renowned as one of the schools with excellent English teaching in Salatiga.

In the teaching of grammar, the way teacher see grammar determines their way of teaching. It is, therefore, significant to know how teachers feel and think about grammar and their teaching related to those options. Burgess and Etherington (2002) note, “it is becoming clearer that it is the choice made by teachers in their individual contexts which play a large part in determining the kind of teaching” (p.436). Moreover, Nagaratnam and Al-Mekhlafi (2013) say that research on teachers’ attitudes toward grammar instruction are rarely done.
The participants

This study involved all English teachers in SMA N 1 Salatiga, consisting of five female teachers and one male teacher, who were chosen purposively. Five of them were the graduates of English Department of Satya Wacana Christian University, and one graduated from English Department of IKIP Semarang. All of them had studied English since they were on senior high school. Their ages range from 36-56 years old and hence they had various lengths of teaching experience.

Instrument of Data Collection

To explore the teachers’ beliefs toward grammar and its approaches, the researcher collected the data using interview method (Appendix 1) and close-ended questionnaire (Appendix 2) which was adapted from Azad (2013). The questionnaire was arranged in the four point likert scale, ranging from strongly disagree, disagree, agree, and strongly agree with statements related to grammar and its approaches. Meanwhile, the interview question required them to explain their preferences and asked them the questions that have not been provided and answered yet in the questionnaire. Boyce and Neale (2006) mentions that interview is used to investigate people’s perspective on “particular idea, program, or situation” (p.3). It is also useful when someone wants to get detailed information about people’s thoughts and behaviors or to explore new issues deeply.

Data Collection Procedure

There were several things that the researcher did to collect data, namely:

1. Conducting pilot testing data instrument with two English teachers in Senior High School 3 Salatiga. The researcher chose this school as the place to do pilot testing because this school was on the same level and status with Senior High School 1 Salatiga. Meanwhile,
the reason for doing piloting is because the researcher should know whether or not the instruments were able to collect all data needed.

2. Asking the permission of English teachers in Senior High School 1 Salatiga to be involved in this study.

3. Making an appointment with the teachers to give the questionnaire and to hold an interview.

4. Meeting the teachers and asked them to fill the questionnaire first. After that, the researcher gave them several questions related to their preferences on the questionnaire. The interview section might take around 9-25 minutes. All their answers were recorded and transcribed.

**Data Analysis Procedure**

After completing the stage of data collection, the data will be classified according to the areas and then analyzed qualitatively. The result of this study, which was elaborated in six emerging themes, would be used to describe SMA N 1 Salatiga English teachers’ attitudes toward grammar and its approaches.
FINDING AND DISCUSSION

There were several findings from this research, namely; a) Teachers’ attitudes toward grammar; b) The role of conscious knowledge of grammar; c) The role of conscious knowledge of grammar; d) The influence of explicit grammar instruction towards students’ insecurity; e) implicit and explicit form-focused instruction; f) Inductive and deductive approach.

a. Teachers’ attitudes toward grammar

The researcher found out that all teachers in senior high school 1 Salatiga considered grammar as an important part in second and foreign language teaching. This was evident by their responses in the statement ‘grammar is an essential component of second/foreign language teaching and learning’ in which all of them either agreed or strongly agreed (Figure 1).

![Figure 1: Teachers’ attitudes toward grammar](image)

They also refuted the statement ‘grammar is not important for second/foreign language teaching and learning’. As it is illustrated in Figure 2, five teachers strongly disagreed and one teacher disagreed.
Figure 2: Teachers’ attitudes toward grammar

In responding to the question ‘why do you think grammar is important?’, all teachers mentioned that they believed grammar was important because it was the foundation of communication. As the following ideas show:

Grammar is the basic rules to convey meaning. If we are wrong, and if we do not know the passive and active form, then the meaning will be different. (Teacher A, my translation)

If they [students] do not know grammar, they will find it difficult to create a sentence. (Teacher C, my translation)

Of course it is important, especially in writing because if the grammar is incorrect... the meaning that we tell will be incorrect as well. (Teacher F, my translation)

Teachers’ comments indicated that they really thought grammar was substantial, either in written or oral communication. This finding is in line with Azad’s (2013) finding with Bangladeshi EFL teachers. They believed that grammar was an important component of language which could not be separated from teaching and learning process.

b. The role of conscious knowledge of grammar

According to Saint (2013), conscious knowledge is something that people often face and “generally have a good idea of what it contains” (p.1). It is usually acquired at school, when students use their conscious brains to analyze the grammar and memorize vocabulary as
well as the rules. Unconscious knowledge, contrarily, is something that we know but “our brain somehow can’t explain to us why we know this information” (p.1). It is mostly obtained when students enjoy what is in front of them, but unconsciously their brains notice the grammar rules. For instance, when students read English passages, listen to conversations, and engage in series of communicative activities.

In regard to conscious knowledge of grammar, all of the teachers considered it to be something essential. This was reflected by their positive responses in the statement ‘students need a conscious knowledge of grammar to improve their language’ (Figure 3).

![Figure 3: The role of conscious knowledge of grammar](image)

They also positively responded the statement ‘an awareness of patterns/structures in English grammar facilitates students’ understanding of the way the language works’ (Figure 4).
The researcher then asked them about ‘how conscious knowledge is important for students’, and most of the teachers contended that conscious knowledge enables the students to correct themselves whenever they made mistakes. As Teacher F explained:

To make them know whether a sentence is correct or not. If we teach grammar implicitly, sometimes students do not know whether they make mistakes... Because they only rely on their feeling.

This belief is in accordance with Schmidt’s (1990) view that conscious knowledge of grammar is necessary “for one step in the language learning process, and is facilitative for other aspect of learning” (p.131). Meanwhile, Teacher E believed that conscious knowledge of grammar was needed by students to increase their students’ reading comprehension. As she said:

I think conscious knowledge can help students in understanding the texts... And hence, they can be more confident. Without good grammar knowledge, they will not be able to comprehend various kind of texts which are taught in Senior High School.

Similarly, Akbari (2014) found in his study that “as soon as learners learn how to manipulate syntactic structures in a text while reading a text, their comprehension is greatly promoted” (p.125). The same finding was also stated by Shanahan (2013) that “as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too” (p.1)
c. Accuracy and fluency in language learning

In this study, the teachers were also asked about the importance of accuracy and fluency in learning English. The data in Figure 5 gives visual representation that most of the teachers regarded higher level of grammatical accuracy important for students’ academic life. The questionnaire shows that four teachers either agreed or strongly agreed with the statement ‘students need a higher level of grammatical accuracy for their academic life’, while two teachers disagreed.

Regardless of the statement ‘students need a higher level of grammatical accuracy for their professional purposes’, there was a balanced dissent among the teachers. Figure 6 shows the data from the questionnaire, in which three teachers disagreed and three teachers agreed.
Figure 6: Accuracy and Fluency in Language Learning

The data in Figure 5 and Figure 6 indeed revealed that most of the teachers thought higher grammatical accuracy was needed by students, either in academic life or professional purposes. However, in the interview section, all teachers clarified that both accuracy and fluency were equally important for students’ future. As these opinions indicate:

Both are important. As long as their speaking can be understood by their interlocutors, it is okay to make little grammatical mistakes. So.. I emphasize both accuracy and fluency when teaching since out time is also limited. (Teacher A, my translation)

Fluency is important, so is accuracy. But I demand students to be fluent first because if students’ speaking has been fluent, they can be taught to be accurate. (Teacher C, my translation)

It will not be enough if students only have accuracy. For me, fluency is also important. Furthermore, 2013 curriculum is more communicative than previous curriculum.. So I also emphasize fluency when teaching, so that students can speak fluently. (Teacher E, my translation)

These perceptions highly influenced their teaching practices. They stated that they gave accuracy and fluency activities to the students in a balanced. Fluency activities the teachers gave usually required students to speak. As Teacher B said:

In the form of dialong-making, and activities which required students to be speak. It can also be in the form of question and answer session... and of course, I will not necessarily correct students’ grammar there.. But if students make extreme mistakes, then I will directly correct their grammar.

For accuracy activities, most of the teachers still used traditional methods. As these statements illustrate:
I still use old methods... for example, drilling. It is just for reinforcement from the material that I explain. So I give them a lot of exercises. (Teacher A)

Drilling and close texts. But I give accuracy activities and fluency activities in a balanced. It depends on that day’s material actually. (Teacher E)

Supporting this, Srivastava (2014) also believes that both accuracy and fluency need to be taught early on. At the beginner level of studying, teacher may focus on accuracy first because students have not had sufficient language knowledge yet to be fluent. Srivastava (2014) adds that if students have been able to use the language independently, teacher can combine between accuracy and fluency so that students’ language skills can be increased.

**d. The influence of explicit grammar instruction toward students’ insecurity**

According to the teachers, there was an anxiety among the students when explicit grammar instruction was rarely done. The data in Figure 7 show that a majority of the teachers believed ‘a lack of explicit grammar teaching makes my students feel insecure’. The questionnaire indicated that one teacher strongly agreed, four teachers agreed, and one disagreed.

![Figure 7: The Influence of Explicit Grammar Teaching towards Students' Insecurity](image)

In responding to the question ‘In what skills does lack of grammar teaching make your students insecure?’, five teachers who agreed clarified that students mostly felt insecure in speaking and writing area. As these ideas point out:
They usually say, “Mam, I cannot write well, because I don’t really understand the grammatical rules”... So they look unconfident when speaking and writing. (Teacher A, my translation)

Sometimes when I ask them to do presentation or make dialog, they are somewhat afraid of speaking... In writing alone, they obviously look insecure as they often ask me whether or not their writing is correct (Teacher D, my translation).

When there is a presentation, they sometimes be like “Mam, I am afraid if what I say is wrong” (Teacher F, my translation)

Teachers’ utterance indicated strong opinion that there was a positive correlation between explicit grammar instruction with students’ confidence. This was supported by Borg and Burns’ study (as cited in Petraki and Hill, 2010). They found that an intensive grammar teaching increases students’ confidence and satisfaction. Along with it, Rajabi et al. (2014) also found out that effective grammar instruction was evident to enhance students’ writing proficiency as it makes students know more about “technique of grammar” (p.73).

On the contrary, Teacher B who disagreed felt that the students did not look insecure when they get not so many explicit grammar instruction. As he noted:

I think... if I emphasize grammar too much, students will be afraid to speak instead, because they pay much attention to their grammar. It can be said that they are afraid to make mistake. And it is different when I give them a passage, they can understand it and answer my questions.

Instead, he thought that excessive grammar teaching would hinder the development of students’ speaking skills, since students likely to monitor themselves too often.

Responding to this dissent among teacher B and other teachers, Araki (2015) provide useful argument. He states that actually it is not the grammar teaching or learning which makes EFL students reluctant to speak in class. It is because the mental distress that the students may get. During teaching and learning process, the students must have made mistakes when speaking and teacher usually tends to correct students’ grammatical mistakes directly. Being corrected in front of many people, in fact, is often embarrassing for the students. Later, it can “damage the students’ willingness to speak up in a public” (p.402).
e. Implicit and Explicit form-focused instruction

This section deals with teachers’ attitudes toward implicit and explicit approach. Figure 8 shows that most of the teachers believed if their students expected explicit grammar instruction (4 teachers either agreed or strongly disagreed and 2 disagreed). When they were asked ‘Why do you believe that your students expect explicit grammar instruction?’, teachers who agreed stated that it was because the students asked them to teach explicitly, especially if the materials were difficult. It was also indicated from their test results in which for some materials, students’ grades were higher when they were taught explicitly. In addition to that, sometimes in the noon, students showed a reluctance in involving to series of activities as they already felt tired. At that situation did the teachers noticed that the students wanted them to teach explicitly. As these following statements show:

I think it depends on the materials.. If it is difficult, they will ask me to explain it directly. After all, they will find it hard to understand that difficult material if it is taught through activities only. (Teacher A, my translation)

I think it depends on the lesson hours. If the lesson is in the morning, students can fully concentrate that the teacher can ask them to engage in several activities. But if it is in the afternoon, students’ brains have already fullled, making them reluctant to think any further. In this kind of situation do I notice that my students expect explicit grammar instruction [Teacher D, my translation]

They do not ask me actually, but it is seen from their test results which are far from my expectation.. That is why I believe that some materials need to be taught explicitly (Teacher F, my translation)
Conversely, two teachers who disagreed argued that their students surely would be bored if they taught grammar explicitly. Explicit grammar instruction could also inhibit the growth of students’ creativity in using the language.

Their perceptions are then reflected on their teaching practice. The data in Figure 9 pointed out that the majority of the teachers (four out of six teachers) agreed if they often held explicit grammar discussion, while two other teachers admitted that they seldom taught grammar explicitly.

![Figure 9: Implicit and Explicit Approach](image)

Regarding the reason for conducting explicit instruction, most of the teachers also agreed that they taught grammar explicitly because it helps students to produce grammatically correct language. Figure 10 gives visual representation of the questionnaire data, in which five teachers either agreed or strongly agreed and one teacher disagreed with the statement.
It could be concluded from Figure 9 and Figure 10 that most of the teachers often applied explicit grammar instruction in classes. The interview data, however, showed a slightly different view. All teachers admitted that explicit approach was actually not so often used by them because they tried to balance the use of explicit and implicit approach. As the following arguments indicate:

The 2013 curriculum emphasizes on the process, actually. So, I do what the curriculum commands. I put the materials in the texts or maybe games so the students know how to use the rules in a context. But, if, for example... students have a test, and they make a lot of mistakes there, then I will explain the rules again, using explicit approach. So, explicit approach is actually used when there is a remedial as it can save time. (Teacher A, my translation)

What I really do is actually combining both approaches. So I teach grammar in a context... for example, through reading. But sometimes I still use explicit approach. Like now, in an active and passive form, I apply explicit grammar instruction because the material is too hard to be understood by students. (Teacher B, my translation)

Actually I use it in a balanced. Sometimes, I teach grammar explicitly. especially if the material is difficult, and if the material is totally new for students. But if it is something that we can teach through series of activities, then I will teach implicitly. (Teacher E, my translation)

It was obviously seen from the statements that they did not only use explicit form-focused instruction, but also implicit form-focused instruction. The teachers noted that the integration of both approaches was needed to make students learned the form as well as the meaning. Their agreement on balancing both implicit and explicit approach was also seen in Figure 11, in which all teachers either agreed or strongly agreed with the statement ‘my
students find it difficult to improve their grammatical accuracy within purely implicit form-focused instruction’.

The teachers explained further that use of both approaches indeed depended on whether or not the materials being taught were difficult. If the teachers felt that the material was easy for students, they will put it in a context and teach using implicit approach. Nevertheless, if the material was too hard and students could hardly understand it, teachers would explain the grammar rules explicitly.

The teachers’ preference for integrated approach is supported by Ellis’s study (2006). She asserts that “grammar taught should be one that emphasizes not just form but also the meanings and uses of different grammatical structures” (p.102). Zaal (2013), in his study, also found that all English teachers in Swedish schools favor an integrated approach of grammar teaching.

f. Deductive and Inductive Approach

It seemed that all teachers in Senior High School 1 Salatiga preferred inductive approach over deductive approach. This was evident from their positive responses in the statement ‘grammar is best taught inductively’. The data in Figure 12 indicate that 4 teachers agreed and 2 teachers strongly agreed with the statement.
These perceptions deeply affected the teachers’ way of teaching. Figure 13 shows that all teachers either agreed or strongly agreed with the statement ‘when I am teaching, I start by giving a lot of examples or using the form in context first and then concluding the rules together with my students’.

In regard to deductive approach, some teachers did not think that it was the best approach to teach grammar. Figure 14 points out that three teachers disagreed with the statement ‘grammar is best taught deductively’, while the rests still regarded deductive approach as important as inductive approach.
Their beliefs are aligned with the way they teach. The data in figure 15 indicate that three teachers either disagreed or strongly disagreed that they teach grammar by giving the rules first, and the other three teachers either agreed or strongly agreed.

The most common reason for preferring inductive approach was the opinion that this approach makes students memorize the rules more effectively. This can be represented from Teacher E’s opinion:

If I directly give the rules at the beginning, students usually do not memorize it well. But when I let them find the rules by themselves first, usually the rules can stay longer on their brain.
Supporting this, Chalipa states (2013) that “Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable” (p.180).

On the other hand, three teachers who did not truly ignore deductive approach stated that this approach was effective to be used when they were explaining difficult materials or when the situation was not conducive for learning takes place. For instance, when the students looked tired and did not any enthusiasm for learning. As these ideas show:

If the material is easy, I teach it inductively. But if it is like conditional sentences, which is difficult to understand, it will be difficult if I give them exercises first. So actually it depends on the material. (Teacher A)

I usually look at the situation, first. When students look tired, I will not teach them inductively because waiting them to think in a fatigue condition is rather time-consuming. It also depends on the material. (Teacher D)

I use them interchangeably. So, I look on the material first, whether it needs to be explained inductively or deductively. Sometimes I look on the condition as well. If I do not have enough time to explain, I will teach grammar deductively. (Teacher F)

Thus, the use of inductive and deductive approach by these three teachers depended on the materials and the situation.

CONCLUSION

This study aims to investigate the attitudes of six English teachers in Senior High School 1 Salatiga. The result of this study shows that all teachers viewed grammar as a crucial part in second and foreign language teaching. They argued that grammar is helpful in terms of oral and written communication, and hence it is necessary to be taught.

Another result indicated that all teachers in Senior High School 1 Salatiga considered conscious knowledge of grammar as something the students must achieve. They thought so because they believed that conscious knowledge of grammar enabled students to do self-
correction, particularly in speaking and writing area. One teacher also believed that conscious knowledge of grammar can increase students’ reading comprehension.

The next finding is related to the importance of fluency and accuracy in grammar instruction. Either in the questionnaire or interview session, all teachers mentioned that accuracy and fluency are equally important for them. Therefore, they gave both fluency activities and accuracy activities when teaching. It is actually good that the teachers also emphasize on accuracy, when the present high school curriculum seems to give more emphasis on fluency, which was also acknowledged by the teachers. The balanced portion of both aspects are indeed essential as they are the determinant factors of students’ success. With this mind, it would be helpful if the curriculum could be redesigned to develop students’ accuracy and fluency. As it is stated by Ur (2012), learning accuracy without fluency and vice versa are fatal mistakes. Therefore, teachers need to provide set of exercises that makes students focus on both form and meaning.

In this study, the researcher also finds that most of the teachers believed that lack of explicit grammar instruction makes their students insecure, particularly when they are speaking and writing. They somehow seemed reluctant to speak and write as they were not sure that they could make grammatically correct sentences.

Regarding implicit and explicit form-focused instruction, all of the teachers said that they actually used integrated approach in which both of those instruction are combined. They did so because they wanted to make students concentrate on both form and meaning as well as assist them to gain optimal results.

Lastly, the researcher found that teachers in Senior High School 1 Salatiga seemed to prefer inductive approach in explaining grammar rules. This approach is indeed suitable to be used since it is in line with the principle of 2013 curriculum which is now being developed in the country. The 2013 curriculum clearly demands students to have good critical thinking
skills and through inductive approach, students can be trained to do so. Inductive approach can also make students become independent as they try to look for the rules by themselves first. However, it will be much better if the teachers do not totally ignore the use of deductive approach because this approach also has the advantages. According to Ana and Ratminingsih (2012), deductive approach is time-saving. Hence, if the teachers want to explain rather complex materials, they can use this approach to save the time, given that they are only given 90 minutes to explain on each week.

The limitation of this study is that it is held only in a small-scale so that the results cannot be generalized to other EFL teachers. A study with wider scope is therefore necessary here. The further studies may include teachers from other senior high schools in EFL context. Furthermore, this study also does not provide enough information about integrated approach which is used by the teacher. Teachers’ beliefs of integrated approach can be an area of further studies. The researcher also suggests to examine students’ attitudes toward grammar and its approaches, to know the significance of each approach to students.

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References


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APPENDIX 1

The questions given were as follows:

1. Why do you think that grammar is important?

2. How do you think conscious knowledge of grammar helps students to improve their language?

3. In what way a higher level of grammatical accuracy is beneficial/useless for students’ academic life?

4. Which one is more important between accuracy and fluency?

5. Why do you think accuracy/fluency is more important?

6. What kind of accuracy activities that you give to your students?

7. What kind of fluency activities that you give to your students?

8. Why do/don’t you believe that your students expect explicit grammar instruction?

9. Which one do you prefer to choose between implicit approach and explicit approach?

10. Why do you prefer implicit/explicit approach?

11. In what skills does lack of grammar teaching make your students insecure?

12. Why do you prefer inductive/deductive?
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Agreement/Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>1</td>
<td>Grammar is an essential component of second/foreign language teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grammar is not important for second/foreign language teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students need a conscious knowledge of grammar to improve their language.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students need a higher level of grammatical accuracy for their academic life.</td>
<td></td>
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<tr>
<td>5</td>
<td>Students need a higher level of grammatical accuracy for their professional purposes.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I often hold explicit discussion of grammar rules as it helps my students to understand the material</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I teach grammar explicitly because it helps my students to produce grammatically correct language.</td>
<td></td>
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<tr>
<td>8</td>
<td>I believe that my students expect explicit grammar instruction.</td>
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<td>9</td>
<td>A lack of explicit grammar teaching makes my students feel insecure.</td>
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<tr>
<td>10</td>
<td>My students find it difficult to improve their grammatical accuracy within a purely implicit form-focused instruction.</td>
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<tr>
<td>11</td>
<td>An awareness of patterns/structures in English grammar facilitates students’ understanding of the way the language works.</td>
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<tr>
<td>12</td>
<td>Grammar is best taught deductively.</td>
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<tr>
<td>13</td>
<td>Grammar is best taught inductively.</td>
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<tr>
<td>14</td>
<td>When I am teaching grammar, I start by giving the rules first and then giving the exercises.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>When I am teaching grammar, I start by giving the a lot of examples or uses of the form in context first and then concluding the rules together with my students.</td>
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